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ABSTRACT

Preparation of Socanics (para professionals such as teacher's aides, social work aides, court workers, and recreation workers) for entry development in social institutions is the purpose of this training manual. Generic skills have been identified and are clustered into five areas which form the curriculum. They are: (1) communication processes (writing, speaking, interviewing, etc.); (2) clerical (record keeping, office machines); (3) human relations (with the professional, the client, the organization, and fellow workers); (4) human growth and development; and (5) personal. Following the completion of the core, students may select a short course stressing the special skills needed in individual areas or may get the skills through on-the-job training. Many of the basic instructional tools needed to teach the course are included in the manual, as well as procedures, copies of all projectuals, lists of materials which can be obtained locally, and lists of films and printed materials and where they can be obtained. Jobs for Socanics are described briefly. (MS)

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SOCANIC
COACHING MANUAL

SASKATCHEWAN
NEWSTART

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SOCANIC COACHING MANUAL

THIRD EDITION

SASKATCHEWAN NEWSTART

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PREFACE

Saskatchewan NewStart conducted its first course for teacher's aides in 1968. In subsequent years this course was revised and a course for social work aides was developed. Planning of courses for other para-professionals was instituted but then it became apparent that there was a marked commonality of skills required by teacher's aides, social work aides, court workers, recreation workers and other para-professionals working in social institutions.

The term Socanic was invented for the occupational title for these para-professionals and this course covers the generic training for the entry level employment in social institutions.

Over the years several people have worked on the development of this course. The current generation of the training program is principally the work of James B. Williams.

Saskatchewan NewStart is engaged in the experimental development of new methods of human resource development. It is sponsored by the Saskatchewan Department of Education and the federal Department of Regional Economic Expansion, which funds the Corporation.

July 1972

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INTRODUCTION

In urban and rural slums and other areas requiring intensive development of the social infrastructure, many additional jobs will be created in education, health, welfare, recreation, mobility, manpower development, housing, corrections and other programs. These employment opportunities, however, seldom benefit the poor people because of the high academic qualifications needed for most positions. This is particularly unfortunate in the northern prairies where the educational, welfare, health, police and other institutions are staffed by white people but find a substantial proportion of their clientele are of Indian descent.

There is a need, therefore, to re-examine the organization structure of most social institutions and to regroup tasks into a hierarchy of positions requiring various levels and clusters of skills. There is a need for this reorganization of services in any event because many professionals in school, welfare and other human and social development agencies spend a considerable amount of their working time doing tasks of a non-professional but trained social workers, for instance, would have many values to the effective practice of social work beyond those of efficiency. They could extend the delivery of services by exercising the prevention and rehabilitation functions in the disadvantaged neighborhoods themselves. Indigenous social work personnel employed in police, probation and parole work could conceivably significantly reduce the alarming jailing rate of Indian and Metis.

This New Careers approach designs occupations in education, social work, recreation, health, etc. of enormous social value which the poor can do here and now, and in which they can grow and progress.

The New Careers theory proposes:

a. that trained non-professionals can perform a great many of the tasks now performed by professionals;

b. that a hierarchy of these jobs can be developed, requiring different degrees of training;

c. that this training can be acquired in stages;

d. that the professional will then be freed to perform tasks of a more specialized nature in accordance with their more advanced training;

e. that including para-professionals in service organizations will extend and enhance the services offered;

f. that social institutions reorganized to include para-professionals will be in a better position to assist clients during difficult periods of adjustment.

TRAINING

The work can be structured so that persons with training can very quickly perform useful functions at entry-level positions. While on the job, or following a period of satisfactory employment at the aide level, additional training can be provided to enable the aide to function on increasingly higher levels of skill and responsibility.

Saskatchewan NewStart identified the generic skills needed by para-professionals at the aide level. It was found that most of these skills clustered into a core of knowledge that was adaptable for a single course of study. The remaining skills were again clustered into specialized fields which could be taught on the job or in brief follow-up courses.

COURSE STRUCTURE

1. Communication Processes

Much of the work of a para-professional concentrates around the ability to communicate effectively, both on the level of the professional and the client. Therefore, the course includes the communications skills - writing, speaking, interviewing, etc.

2. Clerical

Students are given basic instruction and practice in record keeping and the operation of common office machines.

3. Human Relations

This part of the course deals with the relationships of the para-professional with the professional as well as with the client, the organization, and his fellow workers. Particular emphasis is placed on ethics.

4. Human Growth and Development

This is an overview of human growth and development, seeing the progression from birth to old age, involving the factors of physical, mental, emotional and social growth.

5. Personal

This is designed to help the para-professional coordinate his work habits with the expectations of the agency.

Following completion of this core, students may then select a short course stressing the special skills needed in the individual areas such as education, social work, medical, and legal. Alternatively, they may get the skills through on-the-job training.

LESSONS IN EACH SKILL CLUSTER

Communication I	Speaking Skills	Lesson Number
A.	Introduction	1
B.	Establishing Your Purpose	3
C.	Speaking for Your Audience	9
D.	Good News Or Propaganda?	11
	Speaking In a Group*	14
E.	Making Your Meaning Clear	18
F.	Using Your Voice	29
G.	Making Your Speech Memorable	32
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D.	Writing a Report	23
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* Numbered under a different cluster

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D.	Preparing an Agenda	17
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B. Methods and Techniques of Interviewing 46

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B. Socanic and the Professional 58

C. Socanic and the Community 60

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B. Birth to One 31

C. One to Three 33

D. Three to Six 35

E. Six to Ten 37

F. The Child Between Ten and Thirteen 39

G. Teenagers 41

H. The Adult and Family Life 43

First Aid[1]

Clerical

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B. Use of a Duplicator 16

C. Use of a Tape Recorder 42

Personal

A. Human Needs 8

B. Budgeting Money 10

C. Budgeting Time 21

D. Why Save? 26

Organizational

A. Organizational Finance 30

B. Interpersonal Relations at Work 45

C. Ethical Behavior 51

D. Referral 57

INDEX OF LESSONS TEACHING EACH SUB-SKILL

The Socanic course is designed to teach the skills needed to work in a social institution, beginning with very basic ones, and working toward the more complex. Following is a list of skills identified in the behavioral objectives, with numbers representing the lessons where the skill is first introduced, and when it is again included in the behavioral objectives or is used in the teaching material.

Speaking Skills

. Introducing, 1, 60.

. Speaks before the group, 1, 3, 9, 11, 14, 18, 29, 32, 36, 47.

. Develops a speech pleasing to the audience, 9.

. Recognizes propaganda in his own material and in the material of others, 11.

. Makes his message understandable, 18, 29, 32, 36, 47.

. Develops voice control, 29, 32, 36, 47.

. Reads aloud and practices memory devices, 32, 36.

. Examines word symbols and identifies their use in transmitting thoughts, 36.

Writing Skills

- Establishes the purpose for a report, 3, 5, 9, 11, 14, 18, 23, 27, 32, 36, 44, 46, 49, 50, 53, 55.
- Writes and speaks in a style acceptable to professionals, 9, 11, 14, 18, 23, 27, 29, 32, 36, 44, 46, 47, 49, 50, 53, 55, 56, 58.
- Increases vocabulary, 13, 25.
- Uses dictionary, 13.
- Applies library and literary research procedures, 19, 23, 29, 32, 36, 44, 47, 49, 50, 53, 55.
- Outlines a report, 23, plus continued practice.
- Recognizes methods of organizing a report, 27, 29, 32, 36, 44, 46, 47, 49, 50, 53, 55.
- Develops the format for a written report, 49.
- Uses recognized form in writing a business letter, 54.

Listening Skills

- Demonstrates effective listening processes, 6, 12, 15, 22, 24, 34, 38, 40, 44, 48, 52, 58.
- Uses effective feedback techniques, 15, 22, 24, 34, 38, 40, 44, 48, 52, 58.
- Knows major road blocks to communication, 25, 29, 32, 36, 44, 47, 49, 50, 53, 55.
- Asks questions to get information, 34, 44, 46, 56.
- Knows the danger of incorrect rumours that start and spread in organizations, 52.
- Recognizes the danger of allowing confidential information to leak into the grapevine system, 52, 59.

Interpersonal Skills

- Uses group for self improvement, 2, 7, 14, 17, 20, 22, 24, 34, 38, 40, 45, 46, 48, 56, 58, 59, 60.

. Becomes aware of his effect on others, 2, 7, 14, 17.

. Demonstrates skill in problem solving, 7, 19, 21.

. Practices group communication, 14, 22, 24, 34, 38, 40, 44, 48, 52, 58.

. Prepares an agenda, 17, 20.

. Understands the basic principles of parliamentary procedure, 20.

. Identifies positive individual roles in a group, 22, 24, 48, 59.

. Identifies negative individual roles in a group, 24, 48, 59.

Leadership Skills

. Understands the concepts of motivation, 38, 40.

. Develops a list of stimuli which create or destroy motivation, 38, 40, 56.

. Identifies leadership qualities, 40, 56, 59.

. Identifies roles in his life, 59.

. Identifies role conflicts, 59.

Interviewing Skills

. Uses attending behaviors, 44, 46, 56.

. Uses interviewing methods, 44, 46, 56.

. Fills out questionnaires, 44, 46, 56.

. Develops an environment of understanding and rapport with the client, 46, 56.

. Establishes a working relationship with the client, 46, 56.

. Recognizes constructive suggestions for the changing of negative attitudes into positive ones, 48.

Socanic Relationships

. Understands essential characteristics of client-Socanic relationships, 56.

. Establishes effective communication between the client and the Socanic, 56.

. Appreciates the advantages gained by the client, the professional, the Socanic, and the institution when the Socanic and the professional maintain the proper working relationship, 58.

. Participates in a panel discussion, 60.

Human Growth

. Examines the major principles of human growth and development, 28, 31, 33, 35, 37, 39, 41, 43.

. Understands development stages, 31, 33, 35, 37, 39, 40, 41, 56.

. Understands the problems of adults, 43.

Clerical

. Files alphabetically, numerically, and chronologically, 4, and in every lesson thereafter.

. Operates a tape recorder, 42.

Personal

. Differentiates between body deficiencies, needs, and desires, 8, 38, 40.

. Identifies the hierarchy of human needs, 8, 38, 40.

. Prepares a family budget, 10, 21, 26.

. Prepares a time budget, 21, plus continued practice.

. Makes appointments using a desk calendar, 21, plus continued practice.

. Recognizes major methods of saving, 26.

Organizational

. Examines taxation and social institutional organization, 30, 58.

. Shows accountability for organizational finance, 30, 58.

. Practices interpersonal relationships in giving praise, 45.

. Examines interpersonal relationships in social institutions, 45.

. Identifies ethical behavior, 51, 52, 57.

THE INSTRUCTOR

This manual provides the instructor with basic instructional tools. However, he will need professional status and experience. He should have a close enough association with the clientele to give the students a realistic concept of the task before them, and should have as well a background of experiences and first hand knowledge so that he can aid the students in making the necessary adjustments to establish respect and rapport between them and the professional community. In the text the instructor is sometimes referred to as a "coach" which denotes, better than the term teacher, the function he is to perform.

THE COACHING MANUAL

Many of the basic instructional tools needed to teach the course are included in the manual, as well as suggested procedures, copies of all projectuals, lists of materials which can be obtained locally, and lists of films and printed materials and where they can be obtained. Instructional helps are found in the right hand margin.

MATERIALS

Equipment

1 - video camera, video tape recorder, and monitor.

4 - cassette audio recorders.

1 - overhead projector.

1 - 16mm movie projector.

1 - TMC slide projector

1 - screen.

1 - filing cabinet.

2 - flip charts

Course Materials, available from Saskatchewan NewStart.

Projectuals.

Supplies

Name tags and straight pins.

Felt pens.

Letter size folders.

3" x 5" cards.

3 - 3" x 5" filing boxes.

Desk calendars, one for each student.

Films and Filmstrips

Lesson				
3	How to Say What You Mean	29 min.	$ 7.50	ITE
10	Personal Financial Planning		Free	Dir. of Ed. Info. N.Y.
12	Person to Person Communication	14 min.	Free	NFB
12	Are You Listening?	12 min.	Free	NFB
19	Digging for Facts Filmstrip #7602N50			Encyclopedia Britannica Publication
20	Parliamentary Procedure	22 min.	Free	NFB
25	Roadblocks to Communication		$ 4.00	Univ. of Alberta
26	A Penny Saved		$ 3.00	Western Cooperative College
31	He Acts His Age	15 min.	Free	NFB
31	The New Baby	20 min.	Free	NFB
33	The Terrible Twos and the Trusting Threes	22 min.	Free	NFB

35	The Frustrating Fours and the Fascinating Fives	22 min.	Free	NFB
37	The Sociable Six to the Noisy Nine	21 min.	Free	NFB
39	From Ten to Twelve	25 min.	Free	NFB
40	Supervising Workers on the Job	10 min.	Free	NFB
40	Supervise as a Leader, Parts I and II	27 min.	Free	NFB
40	Styles of Leadership	26 min.	Free	NFB
41	The Teens	26 min.	Free	NFB
45	Man on the Assembly Line	29 min.	Free	NFB
51	Late for Work	3 min.		Sask. NewStart
52	The Grapevine	8 min.	Free	NFB
59	The General Foreman	29 min.	Free	NFB
59	The Vice-President	30 min.	Free	NFB

NFB You may borrow the 16mm films listed here from many sources in Canada, such as community film libraries, film councils, public libraries and educational film libraries, as well as from National Film Board offices.

ITE International Tele-Firm Enterprises Audio Visual Centre, 221 Victoria Street, Toronto 205, Ontario, Canada.

University of Alberta, Educational Media Division, Department of Extenstion, Edmonton, Alberta.

Western Cooperative College, 241 - 105th Street, Saskatoon, Saskatchewan.

Director of Educational Information, 110 Williams Street, New York, New York, 10038.

Printed Materials

Lesson

10 The Royal Bank Family-Budget Book, two copies per student, available from The Royal Bank.

10 Managing Your Money, published by CUNA, available at Credit Unions, one copy per student.

10 Guide to Personal Finances, by Sal Nuccio, published by the New York Times. One copy per student.

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JOBS FOR SOCANICS

The New Careers program proposes, in effect, three levels of human service workers:

1. Socanics - skilled workers in social institutions. These are the aides.

2. Coaches - these are the technicians in the agencies.

3. Professionals.

The progressive reorganization of many human and social development organizations is creating new jobs that can most capably be filled by Socanics.

The following job descriptions provide greater detail on the tasks to be performed by typical Socanics.

The term "Socanic" (a skilled worker in social institutions) was coined to designate a para-professional trained in the core skills.

Social Work Aide

a. Interview applicants:

    1. fill out all necessary forms.

    2. verify eligibility factors.

    3. set up folders for applicant in the file.

    4. direct client to specific professional.

b. Interview clients:

    1. make home visits to ascertain the needs of the client.

    2. make visits outside of the office to gather information and details for the professional staff.

    3. assist the professional in observing and defining the client's problems.

c. Clerical duties:

    1. file and locate materials for the professional staff.

    2. summarize and select pertinent information needed by the

professional staff then dealing with specific cases.

d. Field work:

   1. within the community, assist the client in locating housing, jobs, recreational and cultural facilities, as well as assisting the client by coordinating welfare programs with schools, police departments, and courts.

Education Aide

a. Assist teachers in instructional activities:

   1. deliver routine materials to the class while the teacher concentrates on students who need individual attention, (e.g., reading spelling lists, supervising tests, supervising in-class study).

   2. give individual attention while the teacher gives group instruction.

   3. assist the teacher with visual aids during instruction.

   4. take care of minor disturbances during instructional period.

   5. supervise the class during study period following instructional periods, or during necessary absences of teachers.

b. Assist teachers with lesson preparation:

   1. make charts, posters, maps, etc.

   2. type lesson plans.

   3. duplicate lesson plans and other material.

   4. locate additional material.

   5. grade papers.

c. School libraries:

   1. file cards.

   2. return books to proper shelves.

   3. check out books for students.

   4. help locate materials for students and teachers.

d. Audio-visual media:

  1. operate moving and still projectors.

  2. operate tape recorders.

  3. operate other instructional devices.

e. Co-curricular activities:

  1. assist in school activities not directly associated with classroom instruction.

  2. assist in supervision of the playground.

  3. assist in lunchroom supervision.

  4. help supervise teams and other groups away from the school.

Alcohol Counselor

a. Help organize alcoholics into groups, usually affiliated with Alcoholics Anonymous.

b. Supply persons and communities with information regarding alcohol and drug addiction.

c. Plan and organize support programs for spouse and families of alcoholics and drug addicts.

d. Begin community programs to educate children on the dangers of alcohol and drug addiction.

e. Enlist community organizations in preventative and rehabilitative programs.

f. Refer to the medical profession, addicted persons desiring or requiring help.

g. Cooperate with police, welfare, educational and other organizations directly involved with drug addict or alcoholic.

h. Assist those requiring attention to obtain institutional help in overcoming alcoholism or drug addiction.

Community Health Worker

a. Interview individuals and groups.

b. Record and file health information.

c. Maintain the facilities of a health station that can be utilized by doctors, nurses, health region officials, and dentists visiting the community.

d. Assist in crisis situations:

   1. administer first aid.

   2. arrange transportation.

   3. notify doctors of incoming patients.

e. Compile survey data on community programs, particularly those that affect community health.

f. Participate in health region outreach programs through a planned program of home and school visits.

g. Provide limited maintenance counseling after the client has seen professional staff.

h. Assist patients in maintaining routine treatment, such as exercises, redressing, diets, etc.

i. Assist in recruiting community residents to participate in special meetings and classes relating to community health.

j. Assist health authorities in maintaining the records of child health and vaccination and immunization programs.

k. Ensure special care for needy groups within a community.

Community Services Worker

a. Familiarize himself with the resources of the community and their availability to his clients.

b. Assist different agencies and groups to extend their services to include his client population.

c. Organize recreational activities for persons or groups who are separated from the major society by a language barrier.

d. Explain programs, identify opportunities, and enlist persons into community activities for their cultural and social benefit.

e. Conduct follow-up visits with persons and families using services.

f. Furnish feedback to the agencies concerning their programs.

Recreational Aide

a. Assist with various phases of occupational and recreational therapy.

b. Maintain equipment and supplies and materials for crafts.

c. Dispense and receive various equipment and supplies and materials for crafts.

d. Assist in organizing a wide range of games, crafts and other activities based on the individual's needs and capabilities.

e. Maintain records.

Court Worker

a. Help disadvantaged people having difficulty in the courts:

  1. Pre-trial interview:

    (i) maintain regular visits to jails to interview persons in trouble with the law;

    (ii) interview and record circumstances of arrest and detention;

    (iii) maintain a working relationship with courts and police, becoming a liaison between the accused and the law enforcement system.

  2. In court:

    (i) attend court (criminal, family and civil) and see that the disadvantaged people understand the procedures, as well as possible judgements;

    (ii) assist in obtaining legal counsel;

    (iii) assist the court in making a fair judgement, based on understanding and clearly stated facts;

    (iv) speak for accused or interpret (when needed);

    (v) help in obtaining information needed to evaluate the offender's case.

  3. Post-court:

    (i) offer rehabilitation service to offenders in conjunction with parole boards, probation officers, John Howard Society, etc.

(ii) assist in supplying pertinent information for parole plan, and supervise people on parole and probation.

b. Clerical:

1. keep records of court appearances and jail interviews in an accumulative file, thus building up a useful case history on which better service can be rendered.

Parole and Probation Aide

a. Under the direction of parole and probation officers, the Socanic shall supervise clients.

b. Maintain records of all clients and their activities related to their parole or probation.

c. Keep records which will be supplied to a parole officer on a regular basis.

d. Assist parole and probation officers in obtaining pertinent information regarding clients.

e. Assist clients in understanding parole and probation procedures, the necessity of living up to their set requirements.

f. Assist in community education programs on the purpose, function, and reasons for restrictions for persons on parole or probation.

LESSON 1

COMMUNICATION 1 A 3 hours

INTRODUCTION

Advance Preparation for Lessons 1 and 2

The coach will need to make arrangements for the lunch to be served for the entire group. Details are found in Lesson 2.

The Use of the Video-tape Recorder

Throughout the Socanic course, the coach will be needing the assistance of students to operate the videotape recorder. Although it is not listed as one of the skills required by the Socanic, it is a skill needed to complete the Socanic course. If the students have already completed the Life Skills course, they are familiar with it as a teaching tool. For those who are not familiar with it, demonstrate how to install a tape, to record using the camera, and to replay. It is recommended that this instruction be given to these individual students during the informal parts of the class so that they may practice with the equipment until they are at ease with it.

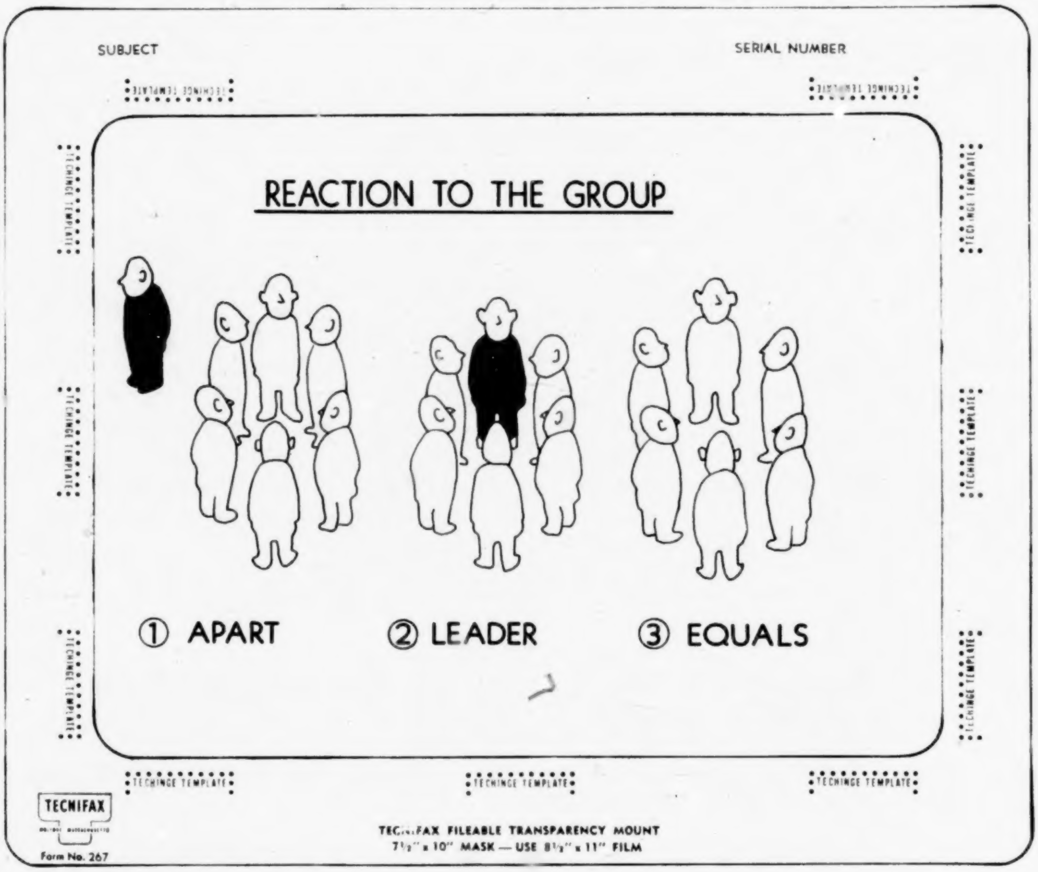
Behavioral Objectives:

1. Introduce himself to the class, noting name, address, previous occupation and a statement of interest.
2. Understand the general purpose, procedures, and the instructional methods of the Socanics Course.
3. Understand and be able to define the role of a para-professional.

Materials:

1. Overhead projector and screen.
2. Projectuals: 1.1 "Reaction to the Group"
   1.2 "Socanic Relationship"

1.1 REACTION TO GROUP



SUBJECT

SERIAL NUMBER

REACTION TO THE GROUP

① APART

② LEADER

③ EQUALS

TECHINGE TEMPLATE
TECNIFAX
Form No. 267

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

3. Name tags, 1 1/2" x 3".
4. Felt pens.
5. Straight pins.
6. Video tape recorder, camera, and monitor.

Procedure:

1. The class will be seated in a semi-circle, assuring that each person can see all other members of the group, as well as the screen and the monitor.
2. The coach will introduce himself, using the same procedure stated in the first behavioral objective.
3. The students will take turns introducing themselves to the group.
4. Each member of the group will be given a name tag, and will be expected to wear it for the next several days.

Hand out name tags.

5. Introduce the Socanic Course:
    a. Behavioral Objectives

    Each lesson will begin with a statement of a learning or skill which the students will be expected to be able to perform. Some will be relatively easy, such as the first one of this lesson, while others will be more difficult and complex, requiring the student to be able to explain, define, or in some way demonstrate their knowledge of specific information.

    b. Group Activities

    As para-professionals, the success of the individual will be directly affected by his ability to work with and relate to other people. These skills in human relations will be stressed as the class functions as a group. As this course proceeds, we not only want the student to see how he affects other people, but how other people also affect him.

Projectual 1.1 "Reaction to the Group".

c. V.T.R.

Video tape replays will be used as a tool to allow individuals and the group watch themselves and evaluate themselves in a specific situation, as well as to compare situations occurring at different intervals in the course.

6. Definitions

Professional: a person engaged in an occupation which properly involves a university education or its equivalent.

Profession: an occupation where members must reach a special attainment and discipline; originally the three professions, law, medicine, and theology. It now includes occupations other than commercial, manual, etc., such as music, teaching social work, etc.

Para-professional: someone who works beside a professional. A person with special training, who, under the oversight of a professional, can do many of the tasks usually performed by a professional.

7. What is a Socanic?

A trained person suited for employment in a wide variety of jobs in human resource development.

Socanic: from the term "social mechanic".

Skilled worker in social institutions.

A person who understands the skills and mechanics of working with people.

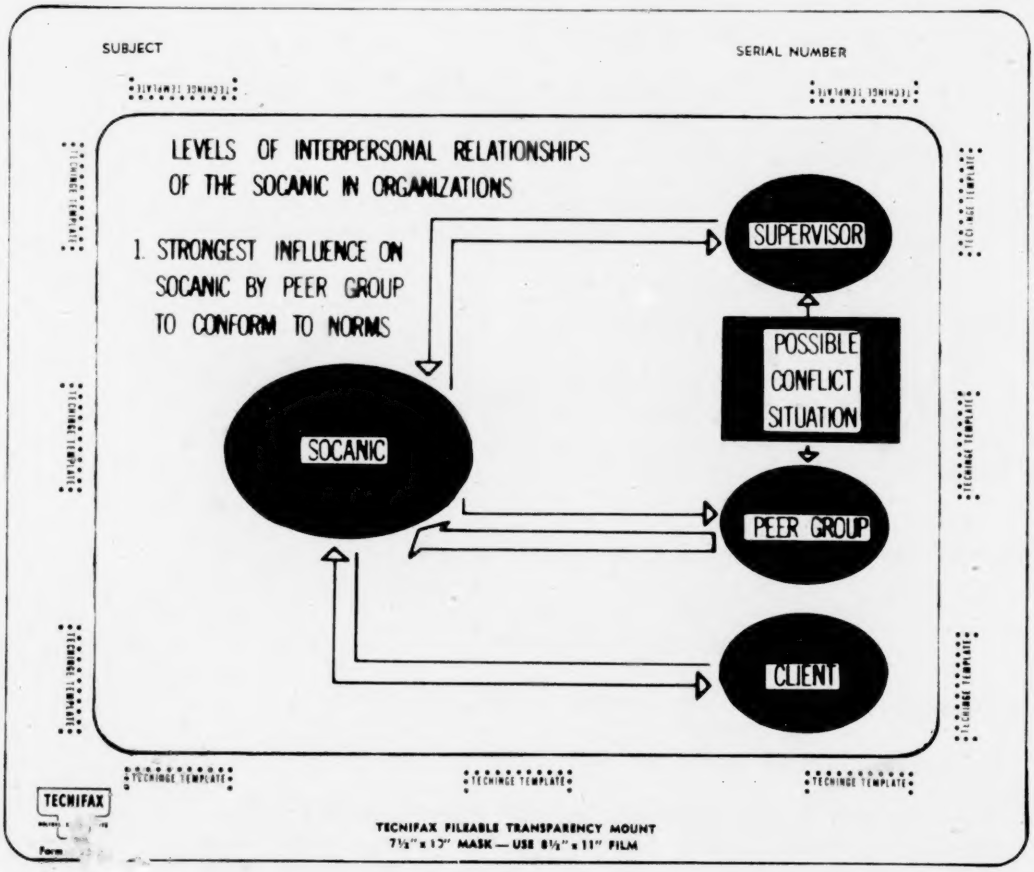
Projectual 1.2 "Socanic Relationships".

A Socanic is:

a. A person taken from the ranks of the clientele and trained to enter into a co-operative and a creative relationship with the professionals of a social institution.

b. A person who extends the services and objectives of social institutions by fostering better communications between the institution, its professional staff, and its clients.

1.2 SOCANIC RELATIONSHIP



LEVELS OF INTERPERSONAL RELATIONSHIPS OF THE SOCANIC IN ORGANIZATIONS

1. STRONGEST INFLUENCE ON SOCANIC BY PEER GROUP TO CONFORM TO NORMS

SUPERVISOR
POSSIBLE CONFLICT SITUATION
SOCANIC
PEER GROUP
CLIENT
SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
TECNIFAX
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM
Form

c. A liason between the professional and the client, improving understanding.

d. A trained person who extends the service offered by a professional to a greater number of people, by performing non-professional tasks related and essential to the professionals.

e. A person who, because of his background and training, can add new dimensions to service organizations by making the staff representative.

f. A person who, because of his experience and training, can assist the client in co-ordinating the services offered by a number of social institutions.

g. A person who has gained the requirements to enter the first rung of the employment ladder within social institutions.

What is a social institution?

A social institution (or service organization) is a body of people who exist primarily to meet specialized human needs within the community. Examples: schools, welfare, Manpower, John Howard Society, etc.

ASSIGNMENT for Communication 1 B, Lesson Three.

Informative Speech

1. Purpose: to supply the audience with information.

2. The speaker needs to be an authority on the subject.

3. Every person is an authority on the events in his own life. You have already spoken briefly before this class in your introduction. Your assignment is to extend this experience into an autobiographical report, from two to five minutes in length.

   You will need to include the following:

   a. Name

   b. Place of birth.

c. Siblings (brothers and sisters).

d. Childhood.

e. Marriage status.

f. Children.

g. Work experience.

h. Expectations.

i. Include at least one, not more than three anecdotes (interesting happenings).

BE SURE TO SPEAK LOUD ENOUGH to be heard by your audience.

LESSON 2

HUMAN RELATIONS 1 A 20 hours

GROUP DYNAMICS

Behavioral Objectives:

1. Differentiates between a group and a number of individuals together.
2. Understands the purpose of the group.
    a. Uses the group to improve himself.
    b. Uses the group to help other members of the group.
    c. Becomes aware of his effect upon others.
    d. Becomes aware of his attitudes toward other people.
    e. Applies new social interactions within the group without feelings of threat.
3. Demonstrates group ethics.
    a. Respects the confidence of other members of a group.
    b. Respects the privacy of other members of a group.

Materials:

1. Flip chart, felt pens.
2. Lunch for coach and students, to be brought in.
3. Videotape recorder.
4. Overhead projector.
5. Projectual 2.1 "What is a Group?"

Note to the Coach:

This lesson will be divided into three distinct parts:

1. Beginning with the dinner, the group will enter into a non-directed session in group dynamics. The coach is not even to direct them to tell them that is a non-directed session.

2. After two 2 1/2 hours of group interaction, the coach will define what a group is, discuss group dynamics and group ethics, and threats facing the participants in a group.

3. The next morning, the class will again enter into a non-directed session of group interaction for an additional hour and a half.

Group dynamics sessions will continue each morning for the first two weeks. There will be no lesson in the manual to cover this period, but IT IS AN ESSENTIAL PART OF THE GROUP DYNAMICS.

Procedure:

1. Immediately after assignment of Lesson 1, allow the students a ten minute break to prepare for lunch. The group is to return to the classroom to eat. Break 11:50 Have lunch served at 12:00

2. The coach and the group will eat together. Persons outside of the group will not be admitted.

3. Purpose of Dinner.

   A most difficult problem is to get a class to form into a group.

   In psychology, a group is a number of individuals capable of being regarded as a collective unit, having a unity of its own, and a common purpose; it develops a personality and characteristics of its own.

   Many group leaders prefer to place a group together with no guidance and no instructions until they begin to talk and find out things about each other. But often this process can occur much quicker and be less threatening when it is accompanied by a social setting.

The purpose of this session is the casual interaction of the group.

When the class first meets, it consists of perhaps twenty individuals. There are probably no ties, or very few, between any of them. By the above definition, they are not a group--they are a number of individual people.

As a coach, your first problem is to get these people to feel that they are involved in a united effort, of which each is an important and essential part. The first step toward this goal is placing the group together so that they view each other as friendly, warm, interesting people, where they see themselves as well as other group members as socially acceptable.

The purpose of eating this lunch together is to allow the students to have social interaction in as relaxed a fashion as possible. The coach should mingle with the students freely, as much as possible talk about the things which the students want to talk about, and try to draw the shy or less out-going students into conversation with himself and the others. Conversation should move generally toward the individual--Who are you? Where are you from? What are your interests? Etc.

Casual conversation

4. Setting for the lunch.

The lunch should consist of a type that can be informally eaten--fried chicken in a basket, sandwiches, or even sandwich makings.

The room should be arranged so that students are not formally seated around a table or in straight rows. The setting should allow for as much movement as possible.

Arrangement of room.

Be sure to provide lots of coffee and ash trays.

Coffee

5. After the group has finished eating, allow conversation to continue.

Ash trays

6. When the group has visited for about two hours and has started to become acquainted with each other, the coach, while retaining as much of the informality as possible will introduce the subject of group dynamics.

About 2:30

WHAT IS A GROUP?

Projectual 2.1 "What is a Group".

A group is a number of people:

1. Having a common bond.

   For this group, the common bond is the Socanics course.

2. Having a common purpose.

   For this group, your immediate purpose is to complete this course and be hired as para-professionals.

[Ask: Can you think of any other purposes or bonds which can make this class form a group? List suggestions on a flip chart.]

Flip chart

The group will need to develop another purpose--individual and group self-actualization.

(Self-actualization is a term Socanics need to know. It means to know yourself, to become aware of your own potential abilities; to become acquainted with your effect upon other people.)

Another purpose of the group might become self-improvement. As you begin to see yourself and become aware of your own personal needs, you as an individual, as well as the group as a whole, should begin a self-improvement program.

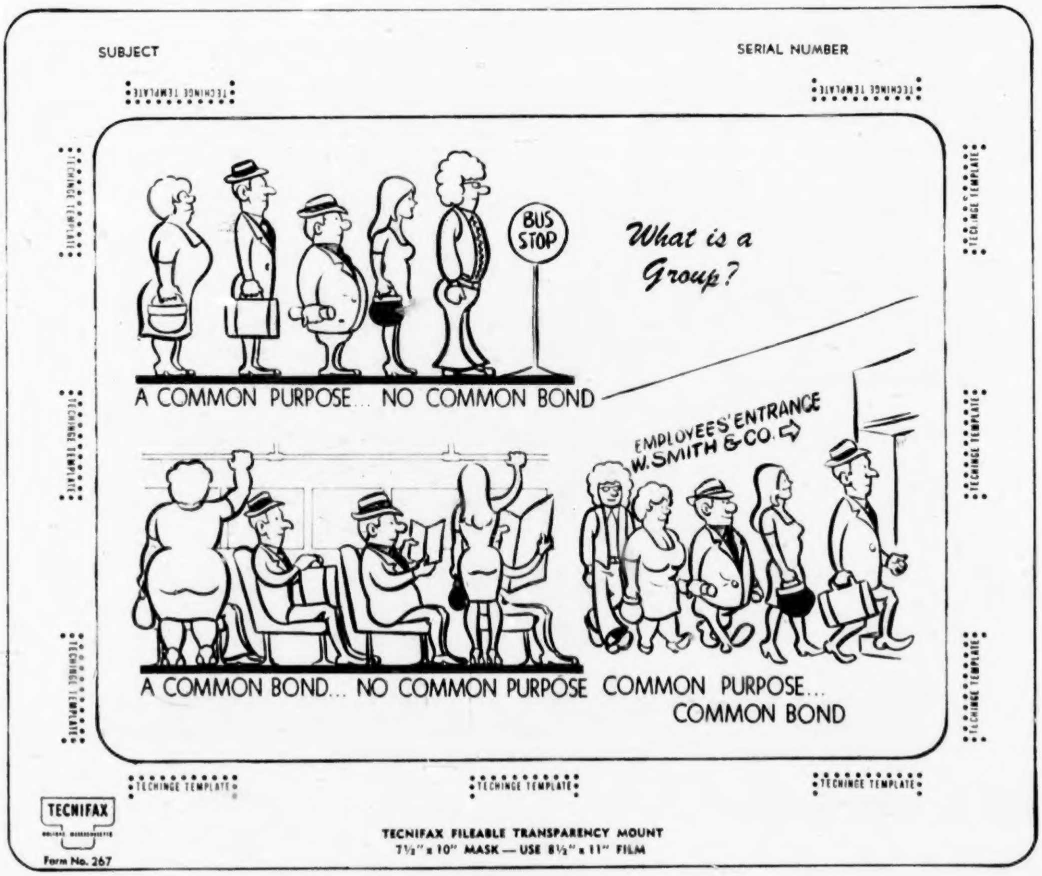
A third purpose could be encouragement. One person alone attempting to make personal adjustments often experiences difficulties which can be eased when approached in a group.

A group also eliminates threat. A group allows individuals to experiment with new situations without posing the threat of failure present in actual life situations.

WHAT IS GROUP DYNAMICS?

The word "dynamics" comes from the same word as "dynamite", meaning "power". Just as dynamite has the power to change things, group dynamics is the power which can bring about changes within the group. It is the power within a group to accomplish the purposes that the group establishes for itself.

2.1 WHAT IS A GROUP ?


SUBJECT
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BUS STOP
What is a Group?
A COMMON PURPOSE... NO COMMON BOND
EMPLOYEES' ENTRANCE W. SMITH & CO.
A COMMON BOND... NO COMMON PURPOSE
COMMON PURPOSE... COMMON BOND
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Group dynamics is the power within a group to develop the potentials of the individual members of a group, particularly in their communicative and interpersonal relationships.

WHAT IS GROUP ETHICS?

Definition: Ethics--the basic principles of right behavior.

When a person moves into a position of trust, he must be aware of the right behavior, and the right way to conduct himself. A breach of ethics (doing the wrong thing) can seriously affect a person's relationship with his clients. If it is serious enough, many professions take professional status away from the person who violated the ethics.

As Socanics, we are preparing ourselves to enter into a working relationship with professional people.

Definition: Professional--a person engaged in an occupation which properly involves a university education, or its equivalent; originally, the three professions, law, medicine, theology. It now includes occupations other than commercial, manual, etc.; an occupation in which members must reach a special attainment and discipline, such as music, teaching, social work.

As people who will be working with professionals, we must be aware of and willing to work within the ethics of the profession.

But professional ethics affect the group right now, as group ethics are very similar and equally important.

As the members become involved in the group process, they will knowingly and unknowingly reveal many things about themselves that they do not wish to become public knowledge, and which might even harm them if they became public knowledge.

When you go to a doctor, no matter what your problem is, you expect the doctor to treat you, but you would be terribly upset if he told the next several patients all your problems. You expect him to maintain confidence.

Maybe you have gone to a psychologist, and told him the deep, dark secrets of your life. (You hate your mother!) No matter how interesting your revelations, you expect him not to call your mother and tell her how you feel.

Similarly, you are going to be expected to maintain confidence. What happens within the group, no matter how well you would like to tell it, must be kept within the group.

A professional does not take advantage of his client. A doctor sees many patients each day with all or most of their clothes removed. But professionally, he doesn't notice.

In counselling, the psychologist often uncovers feelings and events in a person's life which are more threatening than having his clothes removed. But he dare not take advantage of these weaknesses.

In the same way, as Socanics and as members of this group, WE MUST NOT TAKE ADVANTAGE of weaknesses that we find in one another.

The basic rule of thumb in both of these ethics is that information received in confidence belongs to the person who told you, not to you. Therefore it is not your right to pass it on.

THREATS

As we have noticed, group activity removes certain threats, but, particularly in its beginning stages, it produces certain fears.

Flip chart

To bring many of these into the open will help the student overcome them and the group to begin forming.

Ask the students if they have any particular fears about group activities. Start a list on the flip chart by suggesting one or two.

What are the other group members going to think of me?

Questions students may ask.

What is the coach going to do? How is he going to treat me?

Who will see the tapes taken of me?

The coach should assure students that the tapes belong to himself and to the group, and that he will maintain a professionally ethical attitude toward them.

Do I belong? (The threat of not being accepted by peers.)

Will they tell? Can I trust them? (Other students or the coaches.)

TEN 1 1/2 HOUR GROUP DYNAMIC SESSIONS.

Informal Class
Interaction
1 1/2 per day
10 days.

The coach is to remain non-directive, imposing only the rules that the students must be present each day and stay in the room. If the students ask why they are there, the coach can tell them that this is part of their group dynamics. The coach will have to expect a period of lull, while they are waiting for him to assume the leadership. When they see that he is not going to, the group will begin to function.

It will not be necessary for the coach to have this session at the same time every day, but can arrange it so that it fits smoothly into the session with other classes.

The coach will watch the session to see if the second behavioral objective in the lesson is being met.

When the group begins to enter into the group activities, the coach will record some of the sessions both for the sake of review and to have available for his use in future lessons. The coach will particularly need examples of individual roles in a group for Lessons 22 and 24, the Individual and the Group, and Lesson 15, Feedback.

LESSON 3

COMMUNICATION 1 B 4 hours

ESTABLISH YOUR PURPOSE

Behavioral Objectives:

1. Give an autobiographical report following the directions outlined in the assignment.
2. Controls nervousness and tension to assist speaking ability rather than impairing it.
3. Establishes a purpose before constructing a speech or a written report.

Materials:

1. Speaker's stand.
2. Film projector and screen.
3. Film, "Fundamentals of Public Speaking," 10 minutes.
4. V.T.R.
5. Projectual 3.1 "Stage Fright".
6. Overhead projector.

Procedure:

1. Review Lesson 1 and the Assignment for Lesson 1. V.T.R. records speaking exercise; have the camera not only watching the speaker, but the audience as well, to pick up their listening habits. V.T.R.
2. Members of the class will present their oral reports.
3. Evaluation of speeches:

Show video tape.

a. Speaker evaluates himself orally and fills out form.

b. Other class members add evaluation comments.

c. The coach summarizes the evaluation and adds his own.

4. Film, "Fundamentals of Public Speaking."

5. The first two goals in public speaking are: a) to learn to control your nervousness toward constructive ends, and b) to learn to focus your speech on a purpose.

a. Stage Fright

If this is your first attempt at public speaking, you are undoubtedly going to be nervous. Part of your nervousness will be caused by a fear of the unknown, the same type of fear you experience when you learned to drive a car. If you will remember that occasion, you were nervous, over reacted to situations, concentrated too much on details; your movements were unco-ordinated and jerky.

Projectual 3.1 "Stage Fright".

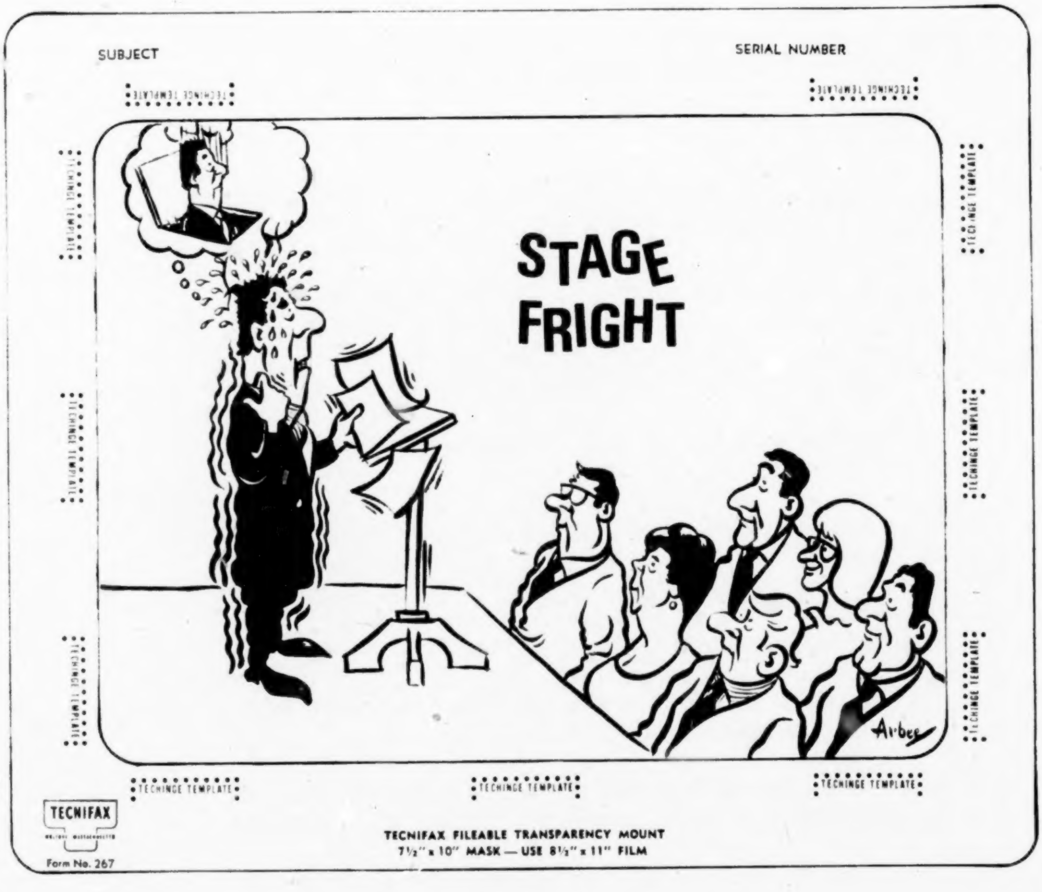
[Ask: How many of you feel this way when you get up to speak?]

When you begin to speak, you will experience many of these same reactions. But as you learned to control the car so that you could comfortably drive it down the road at a uniform speed, you will also be able to overcome the awkwardness and other difficulties that arise from stage fright. You will soon be able to control the emotional tension to give your message sharpness and sincerity.

There are several techniques which will assist you in presenting a calm composure before an audience.

[Have one or more students demonstrate each of the techniques, while reusing the introductory statement of the speech assigned for this lesson.]

5.1 STAGE FRIGHT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(1) Remember that many excellent speakers are nervous while speaking.

(2) In several ways excess physical energy can be reduced:

Taking a deep breath. (You are going to need this air anyway.)

Without being noticed, clench and unclench your hands.

Adjust your microphone, or straighten your notes.

Look at the audience. (Someone will encourage you by smiling.)

(3) Before you get up to speak, know what your first statement will be. Use this statement to forcefully open verbal communication.

Bring up a discussion about experiences when they were learning to drive.

(4) The nervousness you feel when learning to speak is the same type of nervousness you overcame in learning to drive. You will gain confidence through experience.

Allow two or three to relate these experiences.

The problems that they experienced were largely the result of nervousness arising from unfamiliar situations.

b. Establish Your Purpose.

Use the example of a racer. All energy is directed toward reaching the goal.

Apply this to speaking. Purpose:

The one step that will make your speaking experience easier, will give you a good deal of assistance in overcoming stage fright and will make your preparation and delivery effective is to establish your purpose for speaking. ASK YOURSELF THESE QUESTIONS:

Why am I talking about this subject?

What is there about this subject that my listeners need or want to hear?

What do I want my listeners to think or feel about this subject?

ASSIGNMENT for Lesson 8

Review assignment with the students. Make sure they fully understand what is expected of them.

Assignment.

1. Prepare a speech which has a definite purpose, from three to five minutes in length. The purpose should be so plain that your audience can identify it without being specifically told what it is.

   Most people find it easier to speak on a topic with which they can identify or about which they have strong convictions.

   Purpose:

   Outline:

EVALUATION for Lesson Three, Autobiographical Speech

Note to the evaluator:

Evaluation

Remember that we have asked very little of the speaker. We can only evaluate him on the basis of the things that we have required of him.

1. If he spoke to the subject, his life, we are in no position to challenge his authority.
2. Did he speak within the time limit? (2-5 minutes).
3. Did he follow the criteria set down in the outline?
4. Did he speak loud enough to be easily heard by the audience?

NOTE TO COACHES:

Review the video tape for examples of audience reaction to the speaker. These will be kept for the introduction in Lesson 6 on "Listening".

Try to find from the video tape some examples supporting material already covered. These should be compiled to use in reviews. These compiled tapes should also show the progress of the group in various skills being taught in this course.

Since there is no way to predict during which lessons the good examples will occur, the major responsibility for finding good review material through this media will rest with the coaching staff.

In the preparation of these film reviews, there will be a need for some examples of how not to do it. However, care must be used not to pick out some students always doing it wrong, and others always doing it right. The coach needs to avoid ridiculing his students, as ridicule is not a good teaching method.

LESSON 4

CLERICAL 1 2 hours

RECORD KEEPING

Behavioral Objectives:

1. Files in a card filing system
    a. Alphabetically
    b. Numerically
    c. Chronologically
2. Files in a common filing cabinet an accumulative record composed of completed lessons and assignments.
    a. Files in alphabetical order
    b. Files material in individual folder in chronological order.

Materials:

1. Filing cabinet or filing box.
2. Filing folders, letter size
3. 3 sets of 3" x 5" cards, 20 in a set, as described in Appendix A.
4. 3 small card filing boxes.

Procedure:

Vertical Filing.

Vertical: Drawers are filed one on top of each other. The vertical method of filing is the most common method used. [As the coach is explaining the vertical filing method, he should gather the students around a filing cabinet and demonstrate what he is explaining.]

Gather students around filing cabinet.

For filing in a vertical filing cabinet, remember these basic rules:

1. Loose papers are placed in folders, left side of the sheet toward the bottom of the folder. (This makes it possible to read the material without removing it from the cabinet.)
2. Folders are labeled and placed in the cabinet in order, usually alphabetically, or numerically.

Students return to chairs.

What Filing Involves

Filing involves two steps:

1. Analyzing each separate item and classifying it according to the filing system being used.
2. Putting the paper in the individual folder, according to the proper classification.

IF THE PAPER HAS BEEN PROPERLY ANALYZED AND CLASSIFIED, IT CAN BE READILY FOUND IN THE FILING CABINET.

Alphabetical Filing System

1. Master tabs are arranged in the filing system from A to Z, with A being toward the front of the drawer.
2. All names are arranged in alphabetical order beginning with the surname (last name), then the first name, and then the middle name.
3. Use the simple sequence of alphabetical arrangement (the same arrangement as a dictionary).

   [To the coach, if any are in doubt as to this sequence, use a dictionary to illustrate.]
4. Remember, a space precedes another letter.

Use alphabetical 3" x 5" cards to demonstrate.

Examples: A. Johnson precedes A.B. Johnson.
Brown precedes Browne.

5. Tabs on folders are arranged from left to right.

[Demonstrate with a set of index cards set up this way.]

Index cards.

Numerical Filing.

Use numerical 3" x 5" cards to demonstrate.

1. The smallest numbers start at the front of the drawer and work back.
2. File first by whole numbers.
3. Decimals fall between whole numbers.

Example: 36, 36.12, 36.3489, 37

Chronological Filing. (Filing by Date).

Use chronological 3" x 5" cards to demonstrate.

1. In most systems where alphabetical or another type of filing system is used, papers within the filing folders are often filed chronologically.
2. When this system is used, the newest material is always placed in front.

Filing in Social Institutions.

Most social institutions use a combination with their major files set up in alphabetical order, but the information kept on each of their clients is filed in chronological order within the individual file.

Most social institutions maintain only one file for all their clients, and all staff members add pertinent information as it becomes available to the individual files.

PRACTISE

1. The coach will shuffle the 3" x 5" cards until they are thoroughly mixed. Students will then be asked to arrange the cards alphabetically and numerically. Later the coach will add the chronological cards and they will be arranged as if they were loose pages in individual files.

3" x 5" cards.

2. After each student has had an opportunity to correctly arrange each of the three sets, he will set up a folder for himself, and then will date and file Lessons 1, 2, 3, and 4 in his folder.

3. You will put your name on your folder with a felt pen. You will then arrange the folders in alphabetical order in the filing cabinet.

Handout folders.

ASSIGNMENT:

We are going to imitate the system of filing usually used in institutions through the rest of the Socanics course.

Each student will have a folder within the central file in which he will file his lesson sheets and additional material. From time to time the coach will add information to each of the files, such as completed evaluation forms.

You will be expected to maintain a professional attitude toward the filing system.

You will not go through the confidential information of the other students and they will not go through yours.

Throughout the remainder of the course, file your completed lessons in chronological order within your folder.

APPENDIX A

Alphabetical	Numerical	Chronological
A. B. Adams	126	June 9, 1968
C. P. Adams	27	May 4, 1932
E. D. Akers	3.45	July 10, 1972
J. C. Brown	78.9	August 6, 1971
W. B. Brown	9.99	January 1, 1964
A. C. Browne	13	December 24, 1964
J. C. Crosby	716	September 6, 1965
D. R. Murray	76.7	April 16, 1971
T. P. Gordon	84	February 12, 1965
C. D. Hall	7.16	March 6, 1971
P. R. Hill	77	June 2, 1965
O. J. Hillman	4.2	October 1, 1970
Z. B. Harder	116	November 13, 1970
M. H. Henderson	.01	December 30, 1963
R. R. Jerome	29	January 1, 1970
Jack B. Johnson	57	February 4, 1971
J. B. Johnson	6.1	June 9, 1969
L. B. Wilson	314	September 21, 1971
A. C. Young	432	October 6, 1968
P. T. Garret	91	December 15, 1966

LESSON 5

COMMUNICATION 2 A 3 hours

PARA-PROFESSIONAL COMMUNICATION

Behavioral Objectives:

1. Writes and speaks in a style which is acceptable to professional people, while retaining the ability to communicate with the clients in a way that does not seem stilted or artificial to them.
2. Understands the basic principles of communication.
   a. Describes the process of communication between sender and receiver.
   b. Lists advantages and disadvantages of various types of communication.
   c. Recognizes potential weak areas in the communication process.
   d. Shows an awareness of the problems arising from interethnic communications.

Materials:

1. Overhead Projector.
2. Projectuals:
   5.1 "Communication Process".
   5.2 "Communication".
   5.3 "Encode and Decode".
3. 1 or 2 lemons, knife for slicing.
4. Flip chart, felt pen.
5. V.T.R.

Procedure:

1. Introduction

Combine lecture and discussion.

Man, the Communicating Animal

Although other animals communicate in rudimentary fashion, man has learned to communicate his thoughts to other people through several media. This lesson will serve as an introduction to all the communication lessons. While it is true that you have spoken to the class twice and have already begun to form a group, from this lesson forward we want to begin on a series of lessons that will lead us into experiences which will improve our communicative skills. Man has perfected his communication skills so that he can translate his thoughts as no other living being; however, we as individuals must expand our communicative abilities if we want to receive the thoughts of other people and send our thoughts to them.

2. Communication Process

Projectual 5.1 "Communication Process".

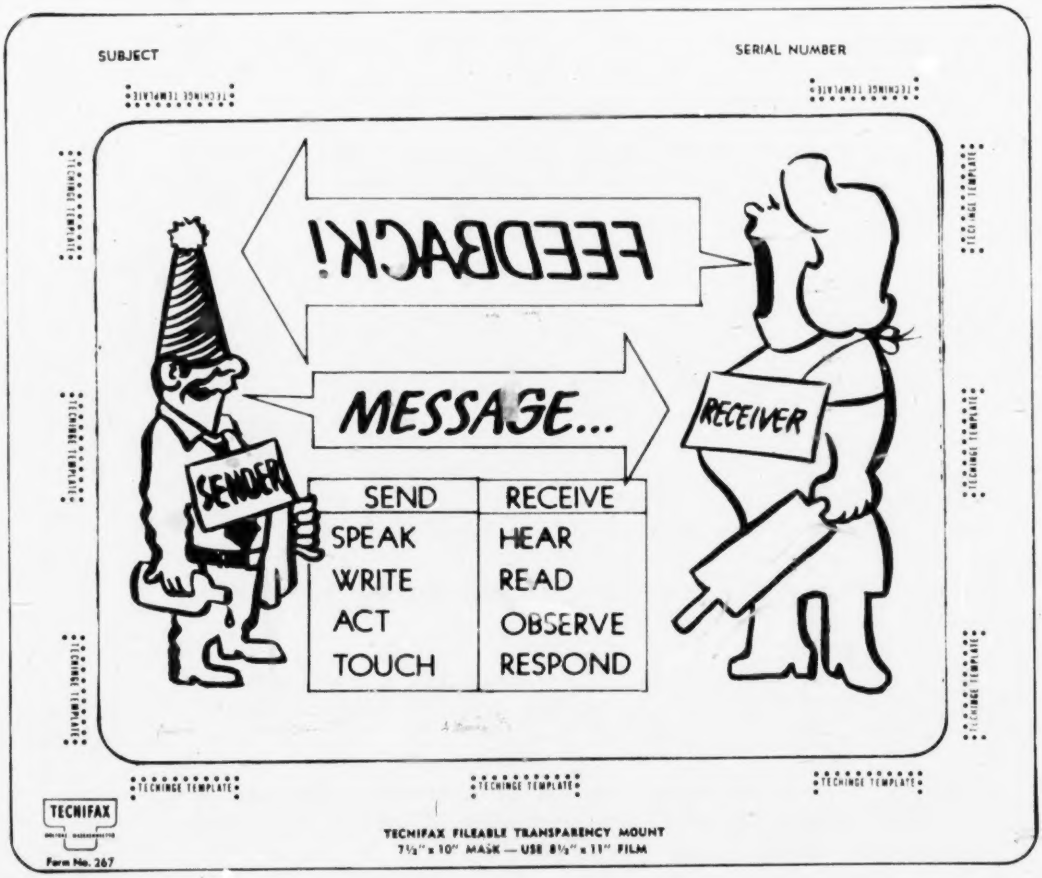
The projectual, "Communication Process," helps us see what is happening when communication takes place. The sender, a person or group, directs a message toward a receiver, much as a radio or television message is sent over the airwaves. In the case of radio and television, if the receiving set is on the right wave length, it picks up the message without interference or distortion. So the receiver must be tuned in to receive the message. (We will learn more about receiving the message in the lessons on listening. We will also notice interference and distortions of the message in the lesson on roadblocks to communication.)

The sender has a desired message to transmit to the receiver. He first must decide which of the channels or methods of transmission he will use. Note that there are four primary methods of transmission.

3. Methods of Transmission

He can use the spoken word, anticipating that the person who hears him clearly receives his message. He can write

5.1 COMMUNICATION PROCESS


SUBJECT
SERIAL NUMBER
FEEDBACK!
MESSAGE...
SENDER
RECEIVER
SEND
RECEIVE
SPEAK
HEAR
WRITE
READ
ACT
OBSERVE
TOUCH
RESPOND
TECHNIFAX
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7½" x 10" MASK — USE 8½" x 11" FILM
Form No. 267

or draw a picture, hoping the receiver will receive a sharper image through his eyes than through his ears. Or he can choose to act out the message. This can be facial expression, demonstration with the hands or body, tone of voice, etc. Or he may use the sense of feel. Much of our person to person communication is done without verbal communication. For example, when you meet someone, a good deal of your initial impression is communicated through your hand shake. Many important messages are passed on by a nudge. Before a child understands verbal or symbolic communication, he receives a sense of security and comfort from the cuddling and loving hand of his mother.

The most effective person to person communication takes place when the sender uses a combination of all of these methods.

4. Illustration

To illustrate, the coach will attempt to describe a lemon to the class verbally. Then, using his hands, plus voice, he describes the size and shape of a lemon. He then shows them a picture of a lemon, while describing it. Finally, he produces a lemon, which he lets all handle, and smell, then cuts it into pieces and lets them taste it.

Demonstration:
lemon

In each case he is attempting to communicate his thoughts to the class.

After this demonstration, the instructor should open the discussion concerning the values and the weaknesses of the different communicative channels.

Projectual 5:2
"Communication"

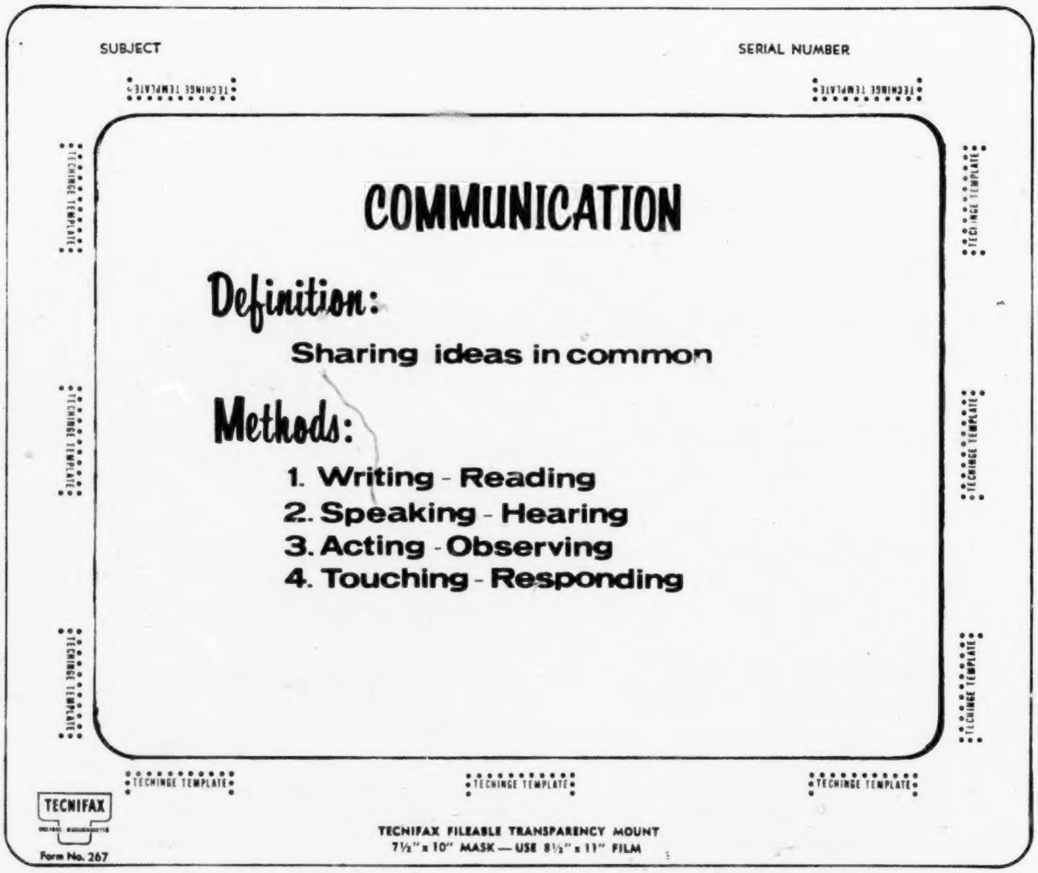
Using a flip chart, the coach will have the class identify as many advantages and disadvantages of each of the communication channels as possible.

Flip chart.

5. Suggested list for Coach Reference

ADVANTAGES	DISADVANTAGES
Speaking:	
a. Readily accessible.	a. Quickly forgotten.

5.2 COMMUNICATION


SUBJECT
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COMMUNICATION

Definition:

Sharing ideas in common

Methods:

1. Writing - Reading
2. Speaking - Hearing
3. Acting - Observing
4. Touching - Responding

b.	No special material or preparation.	b.	Easily distorted
c.	Unlimited range.	c.	Usually no permanent record.
d.	Quick.	d.	Often meaning is not as precise as other methods.
		e.	Subject to ambiguity.

Written:

a.	Permanent.	a.	Takes more preparation.
b.	Maybe clearer, because diagrams, etc. can be used.	b.	Not as fast.
c.	Usually thought through better.	c.	Often loses its personal contact with the receiver.
d.	A wide range of media.		

Acting:

a.	More expressive.	a.	Much more dependent upon the receptive ability of the receiver.
b.	Quicker to act than to verbalize or write.	b.	When overused, leaves the feeling of insincerity.
c.	Usually reveals emotions and attitudes more accurately than verbal communication.	c.	Usually, messages are more general.
d.	A universal language.	d.	Extremely difficult to record. (May be televised.)

Touch:

a.	Transmits strong emotions.	a.	Range very limited. You don't touch just everybody.

b.	Impact on the receiver is stronger.	b.	Very difficult to change your mind and take back the message.
c.	Impossible to ignore.	c.	Transmits very general messages.

6. Encoding and Decoding

[Now that the methods of transmitting communication have been discussed, add the further concept of the problem that arises in the encoding and decoding of the message. Show projectual, and explain. Encourage class participation by asking questions.]

Projectual 5.3: "Encoding and Decoding the Message."

When the communication process begins, the message is formulated in the mind of the sender. His mind then codes it into words, gestures, actions, and it is these symbols, not the thought, that become the message. When this message reaches the hearer, he receives only the coded message (the symbols), which his mind in turn decodes (translates symbols into thoughts.)

Thus true communication can be seen as all that takes place from the time that there is a thought in the mind of the sender until that thought has been received in the mind of the receiver.

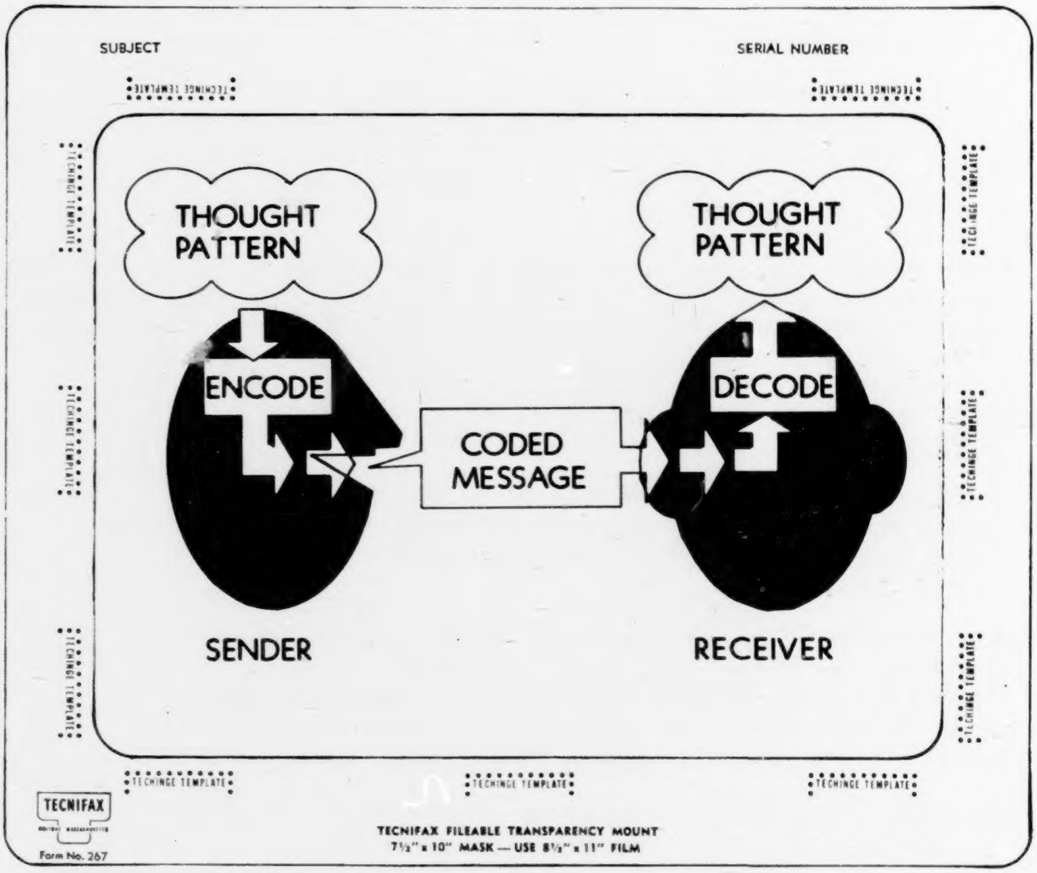
One of the areas of difficulty in social institutions is the breakdown of (or incomplete) communication. Both clients and professionals often fail to communicate their needs and desires to the other parties. Several reasons could be given for this failure to adequately communicate:

a. Both the professional and the client fails to use words which convey his thought to the other.

b. Often words or pronunciation of words vary between ethnic groups.

c. Often a word or a phrase is used carrying a specific meaning to one ethnic group which it does not carry within another.

5.3 ENCODE AND DECODE


SUBJECT
SERIAL NUMBER
THOUGHT PATTERN
THOUGHT PATTERN
ENCODE
DECODE
CODED MESSAGE
SENDER
RECEIVER
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

d. Often a person of one group who uses many non-verbal communication cues misinterprets the words of another who does not use similar cues.

Example: Since the white man has come, he has consistently misread the lack of facial expression among the native people. This however, is not so much a lack of facial expression, as merely a different facial expression than the white man uses.

e. A person to whom English is a second language often misunderstands the rapid flow of an English conversation.

Demonstration.

Videotape Demonstration

1. Instruct two students who come from different ethnic backgrounds and can speak different languages to begin a conversation, with one instructing the other how to do something in a language not understood by the other.

   Suggested instructions:

   a. Introduce himself to another student, and then introduce that student to several other students.

   b. Ask him to rearrange certain furniture in the room.

   c. Any task which could be immediately accomplished if the student understood and which he can do as soon as the instructions are made clear to him.

2. Second student attempts to follow instructions.

3. Ask a third student who understands both languages to interpret for them.

Replay videotape.

Now discuss the advantage of the third person, who speaks the language of both. Explain that this same difficulty can arise even if two people can speak the same language but use words in a different sense or in an unfamiliar sense to each other. The situation is more dangerous because they are not so readily aware of their failure to communicate.

Ask the students to list on a flip chart as many situations as possible in which a third person could aid in the transmitting of messages between clients and professional people.	Flip chart.
The coach will lead the discussion from general communication problems into specific problems facing persons who were clients under the supervision of professional people. Students should be able to share experiences in which they felt that they were misunderstood when dealing with professionals. This should aid them in making a realistic list.	Students share experiences as clients.

LESSON 6

COMMUNICATION 3 A 3 hours

WHY LISTEN?

Behavioral Objectives:

1. Appreciates the importance of effective listening in the communication process.
    a. Recognizes listening as a positive skill which can be developed and enhanced.
    b. Understands that listening skills form a functioning partnership between speaking and listening.
    c. Enumerates reasons for developing listening skills.
    d. Realizes the importance of the listener's anticipation on the interpretation of the speaker's message.

Materials:

1. Overhead projector and screen.
2. Projectual, "Receiving the Message." 6.1
3. V.T.R.
4. 3" x 5" cards.
5. Materials for the game: one milk bottle, six clothespins, each attached to a four foot piece of string.
6. Flip chart and felt pen.
7. Video tape replay from Lesson 3.

Procedure:

1. Introduction

LISTENING is one of the most important, most difficult and most neglected of the communication skills.

> Important: because without a listener, talking is not communication.
>
> Difficult: because most people want to talk, want to express their own ideas, rather than listening to the ideas of others.
>
> Neglected: because most people consider listening a passive rather than an active communication skill.

Most of us average about 70 per cent of our waking time in some form of communication.

We spend about 9 per cent of our communicative time in writing, 16 per cent in reading, 30 per cent in speaking, but 45 PER CENT IN LISTENING!

2. To illustrate listening habits, use the video tape playbacks you saved from Lesson 3.

Video tape from Lesson 3.

3. Game: Communication Chain.

Rules

(1) Hand a simple written message to the first student in the chain. (See Appendix A)

Hand each student several 3" x 5" cards.

(2) This student will read this message and whisper it to the next student.

(3) The second student will hear the message, pass it on to the next student, and then will write down the message that he passed on (on a card.)

(4) After the message has completed the circle, the last person will repeat the message aloud, and will record the message on a card.

After the first and the last messages have been compared, ask the class to provide reasons that will explain the change of message. The answers should include some if not all of the following:

a. The speaker failed to make his message audible.

b. The listener failed to hear the speaker's message.

c. One of the two parties wanted to change the message. (Deliberate distortion.)

d. The listener read into the words of the speaker additional material, or deleted statements which were unclear, or that he felt were unnecessary.

List on flip chart

Hand out self-evaluation sheets (Appendix B) and have students fill them in.

Self-evaluation sheets

Considering the points on the flip chart, have each student read his card and suggest for which reasons the message received passed or did not pass beyond him.

The object of the game is to determine simple breakdown of communication, and to stress the importance of the speaker's responsibility to produce a clear message, as well as the listener's responsibility to hear and understand that message.

Beyond this, the student should see that if the two parties involved anticipate a breakdown of communication, that breakdown is MUCH MORE LIKELY TO OCCUR.

Example:

> As students play more than one round of the communication game, the humor of the situation will make some members of the group want the message to change, and this desire will affect the end result.

Anticipation of a Breakdown of Communication

The anticipation of being understood or misunderstood can have various effects upon the communication process.

a. A speaker, anticipating being misunderstood, will pay special attention to the words he uses, hoping to make his words as clear as possible.

b. A listener, desiring to hear the correct message, will pay close attention, and will seek additional information from the speaker to make sure he understands.

However, due to educational or language differences, a listener often believes that he will not be able to understand the speaker. This is particularly true when the language being spoken is a second language to the listener.

When this happens, the listener often indicates that he is UNDERSTANDING when HE IS NOT.

Example:

> Teachers find this to be true in dealing with students who have convinced themselves that they cannot learn certain subjects. A student will block out materials under that subject which he can normally understand when presented to him in other subject material.

THE IMPORTANCE TO THE SOCANIC is that often a native person will anticipate the failure to understand a professional (lawyer, judge, etc.) But it will be the Socanic's job to present this information to him in a way which he can and will understand.

3. Game: Milk Bottle and Clothes Pins

Rules

(1) Place an empty milk bottle in the center of the group.

(2) Give six of the students a clothes pin tied to a four foot piece of string.

(3) Each of the students will lower his clothespin by the string into the empty milk bottle.

(4) Students will remove their clothespins from the milk bottle as quickly as possible without turning the bottle over.

(5) When the bottle tips over, have the students give their strings to other students and set the bottle upright again.

Note: It is impossible to remove two clothes pins from the bottle at one time. The only possible means of success is for the players to co-operate with one another, and remove the clothes pins one at a time.

Allow the group to experiment until they discover this fact.

The Importance of Co-operation

After the group have discovered the secret of removing the clothes pins, discuss the importance of their co-operation in accomplishing the task.

Compare this to a speaking situation. If six people are talking together, and all six speak at once, there is really no communication, but merely an overturning of the communicative system, just as the bottle was turned over when all members pulled on their strings. But when they agreed to pull on their strings one at a time, they removed their clothes pins quickly, with little effort, and without upsetting their milk bottle.

THE SAME THINGS IS TRUE OF SPEAKING AND LISTENING. If a group can agree to co-operate, with one person at a time speaking and the others listening, communication can flow successfully and meaningfully.

In our educational system, this co-operation between the speaker and the listeners is often neglected. It has been assumed that listening is a passive skill, and the students are expected to listen without making any verbal response. But if speaking and listening form a communicative partnership, listening, as well as speaking, must become an active skill, as half of the communication process takes place in the mind of the two participants.

4. Projectual: What is Wrong With the Man's Car?

Projectual 6.1 "Receiving the Message"

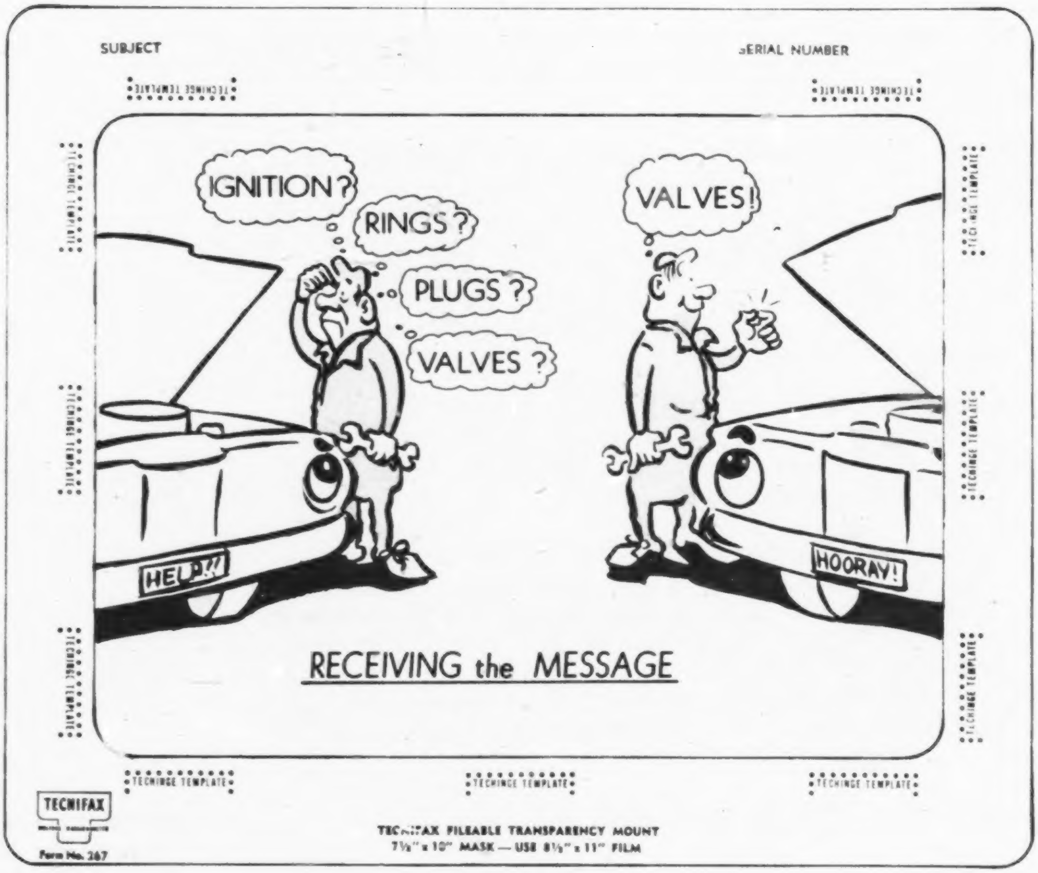
The man on the left side of the projectual is listening to the noise being made by a car that looks pretty sick. He is making several guesses concerning the problem.

Right side covered.

Now we see a mechanic, who has listened to the same sounds of the sick car. But how much more has be heard than the other man! He knows exactly what is the matter, he knows what he is going to do about it generally, as well as the specific steps needed to attain that goal.

Uncover right side.

6.1 RECEIVING THE MESSAGE


SUBJECT
SERIAL NUMBER
IGNITION?
RINGS?
PLUGS?
VALVES?
VALVES!
HELP!!
HOORAY!
RECEIVING the MESSAGE
TECHNIFAX
Form No. 267
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He also envisions the reward for himself (the fee for fixing it).

Both men probably heard the same sounds. One man was confused by the sounds, and only received a very superficial message from them. The other man's mind was triggered into an orderly process of thought upon hearing the same sounds.

Using this projectual, show that listening is not composed only of hearing the sounds, but the receiving of a message into its proper place in our field of knowledge.

Like the mechanic on the projectual, the sounds made by the engine told him what the engine needed. But his hearing it involved a great deal more than the knowledge of how to repair it. He also knew how long it would take to repair it, the pay he was going to get for repairing it, and possibly what he was going to do with the pay.

A Socanic needs to train himself to hear, so when he receives instructions from a professional concerning a specific client, he not only will hear the words, but he will put them together with all the other information that he knows about the client, and his mind will place this information in an orderly fashion. He should also be able to see the results in the life of the client or see himself carrying through the project.

The games and the projectuals DEMONSTRATE some of the MECHANICS and some of the RESULTS in LISTENING.

5. WHY DO WE LISTEN?

The role of the Socanic will primarily be the role of a listener. We listen to the client so we can interpret his feelings, desires, and words to the professional. We listen to the professional so we will be able to follow his directions. Success will depend upon the accurateness of our hearing, and the conciseness of the response.

a. We listen to hear.

Often we do not hear an important message because of inattentiveness, the lack of interest, failure

d

to comprehend, interfering noises, or being too far away from a speaker.

b. We listen to understand.

The speaker's mind is broadcasting messages into the communication network, but to understand these messages requires an active mind, a working mind. Not only do we listen to the words of the speaker, but our minds will be probing toward information and fitting his words into our previously stored knowledge, using his thoughts to clarify former misconceptions. To understand, we must not let the speaker do all the work. Understanding is a co-operative enterprise between the speaker and the listener.

c. We listen to evaluate.

Not all statements of speakers are of equal value. Some will be extremely valuable; some moderately valuable; others of no value at all; and others might be harmful.

It is not distrustful of the speaker for the listener to evaluate the worth, the application, and the proof of what he says, but it is the responsibility of the listener to do so.

d. We listen to apply.

As we are listening, our minds should be sorting the information. One major category should be a list of thoughts used by the speaker that we can apply directly to our lives.

e. We listen to learn.

One strong motivation for listening goes beyond our immediate needs. We listen to learn about the subject under discussion, to be able to add this information to other knowledge we have already acquired.

f. We listen to imitate.

Every time we hear another person talk, we should listen to see if it is pleasing or displeasing. It can be very helpful to our own speaking ability to cultivate the habits of pleasing and effective conversation. A listener said to a speaker, "I wish that I would have said that!" The other replied, "Never mind, you will!"

g. We listen to remember.

Much of what we read or hear is soon forgotten, but as we hear new facts and ideas, our mind can be trained not only to note and evaluate but it can be trained to retain.

h. We listen to be helpful.

It is impossible to help a person if you do not know his needs. Your potential for helping him depends upon your ability to listen. One of the most often mentioned criticisms of professional people is their failure to know and appreciate the needs of their clients.

i. We listen for fun.

The better you develop your listening skills, the more you can enjoy and contribute toward effective communication.

EVALUATION for the Communication Game

Evaluate your own attitudes and responses to the game by answering the following questions:

Hand out and have students fill out following Communication Game.

1. Were you anticipating a breakdown in the message?

2. If Yes, did you contribute knowingly to the breakdown of the message?

3. Do you think that the message would have kept its original form if the speaker before you had spoken more clearly?

4. Do you think the message would have retained its original form if you had spoken more clearly?

LESSON 7

HUMAN RELATIONS 1 B 4 hours

PROBLEM SOLVING IN A GROUP

Behavioral Objectives:

1. Demonstrates skill in problem solving.
    a. Lists major steps in problem solving.
    b. Outlines the advantages of a group over an individual in problem solving.
    c. Applies problem solving methods to group situations.
    d. Participates in a group problem solving session.

Materials:

1. Overhead Projector.
2. Projectual 7.1, "Problem Solving".
3. V.T.R.

Procedure:

While the students are learning the problem solving process, there are several advantages to be gained by utilizing group activity.

Advantages of a Group In Solving a Problem.

1. The group is more likely to be methodical and disciplined, as group members help each other follow the formal steps of problem solving.

2. The group eliminates personal pressure and panic, making it easier to concentrate upon the method of procedure.

3. The group can draw upon ideas, insights, experiences, and attitudes of many people of differing backgrounds.

4. The group is less apt to be biased. Members of the group have biases, but all are not likely to have the same bias.

Problem Solving Process.

1. Identify and state the problem.
2. "Brainstorm" ideas that might be developed into solutions.
3. Critically examine each possible solution.
4. Select the best solutions.
5. Plan for action.
6. Evaluate results.

Step 1. Identify and state the problem.

Projectual 7.1
Remove mask #1

a. Many times it is obvious that there is a problem, but it is difficult to identify that problem. Sometimes it takes considerable thought and pooling of insights to establish what the problem really is.

Example: A man is too far in debt. His problem may be his failure to resist credit buying, or it could be a strong desire to keep up with the Jones'. Before the major problem, debt, can be dealt with, the specific problem of unreal spending practices must be solved.

b. If the problem cannot be stated to the group in a way that they can effectively discuss it, the group cannot produce a worthwhile decision.

c. It will NOT be necessary for ALL of the group to agree on all of the details. In the example, some might believe that the man cannot resist credit buying, while others might think that he has a strong desire to keep up with the Jones'. But both can agree that the man has unreal spending habits.

d. When this decision is reached, the group does not need to discuss the details of what the problem is any longer, but are ready to discuss solutions to the general problem.

Remove mask #2

Step 2. "Brainstorm" Ideas that Might be Developed into Solutions.

a. Members of the group will suggest ideas that might be the solution to the problem.

b. These ideas are NOT to be criticized AT THIS STAGE.

c. All of these ideas are recorded.

d. This type of selecting as many possible solutions without criticizing them is called "brainstorming."

e. After the brainstorming session is completed, the ideas should be grouped, with all similar ideas together.

Step 3. Critically Examine Each Possible Solution.

Remove mask #3

a. The purpose is to decide whether the proposed solution is relevant and practical. WILL IT WORK?

b. By relevant, we mean, "Does it refer to the problem being discussed?"

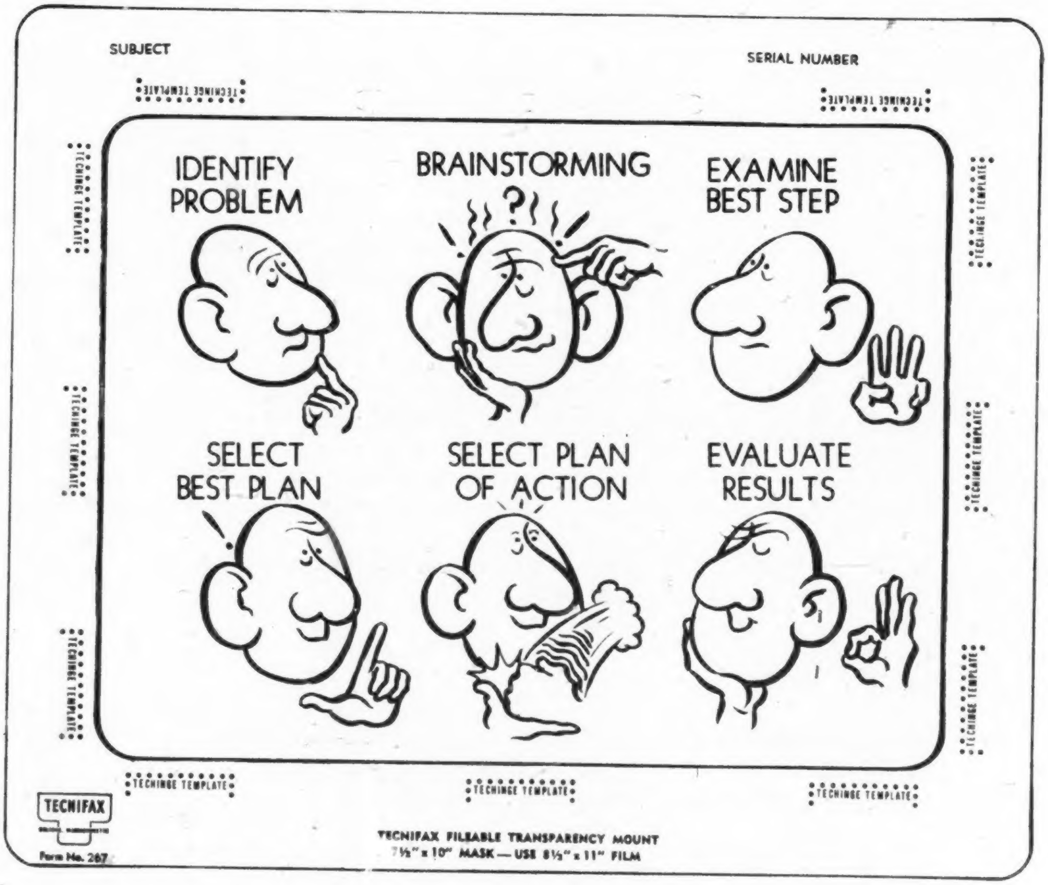
c. By practical, we mean, "Can the solution be used by the person who has the problem?"

To be practical, the solution must not be too expensive, too complicated, too time consuming, or too dependent upon things that are not controllable by the person or group.

Example: To decide that a man who is in debt needs a sudden inheritance might be a solution to the problem, but it is not very practical.

To decide that all that a farmer needs is a good rain so that his crop will be better might be a solution, but it is not very practical.

7.1 PROBLEM SOLVING


SUBJECT
SERIAL NUMBER
IDENTIFY PROBLEM
BRAINSTORMING
?
EXAMINE BEST STEP
SELECT BEST PLAN
SELECT PLAN OF ACTION
EVALUATE RESULTS
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Step 4. Select the best solutions. Remove mask #4

a. Now the group collects data (information) concerning each of the suggested solutions.

b. Sometimes this might involve "reality testing," which means trying a solution to see if it will work. During this process the group lists arguments for and against various solutions.

c. The group tries to combine suggested solutions to come up with a more complete solution.

d. Many times a possible solution looks like a good idea, but it may not be acceptable because it seems unfair to someone, or it may be embarrassing, or even just not acceptable to the person with the problem. Then the group needs to try to alter the solution in order to eliminate these difficulties.

e. As there is seldom a perfect solution to any problem, the final step in selecting the best solution is balancing its various parts, the logical aspects against the human aspects. Do the more serious drawbacks and risks to the people involved in the decision outweigh the good that the solution will do?

If the solution has risk involved, will its advantages make it worth taking the risk?

Step 5. Plan for Action.

a. Problem solving does not only involve knowing what should be done, but setting up a plan of action that will actually attack the problem. Remove mask #5

b. The final plan should indicate exactly what will be done, why it is to be done, how it is to be done, by whom, and at what time and under what circumstances.

Step 6. Evaluate the results. Remove mask #6

a. Evaluate the follow-through of the plan. Was the plan of action carried out?

b. Evaluate the results. Was the problem solved or eased? Were there side effects? Good or bad?

There are two important phases to group problem solving:

1. Following the six steps of problem solving. This is the PROCEDURE.
2. Finding the best possible material upon which to make a decision regarding the problem. This is the CONTENTS.

The problem solving process can be used by the group and by individuals in many situations. For instance, the group can use it when planning activities, discussing the best way to get assignments done, deciding what they should do in a given situation, etc. As the Socanics course is built around group activity, students will be constantly dealing with problems presented to the group, and this process will be utilized in the solving of those problems. Later we will be learning procedures associated with public meetings. The brainstorming sessions during public meetings are often delegated to committees or to committees of the whole, in which the same basic problem solving procedures are used.

Note to the coach: Until the students become familiar with this process, it may be necessary for the coach to review the steps of problem solving procedure with the class when they actually begin to solve problems. In the review, show the importance of the content (material related to the problem itself) and the process (orderly steps in the process of problem solving.)

V.T.R.

Problem Solving Practice.

Coach will record the session on videotape.

Suggested problems:

1. Since this classroom will be the group's home for the next several months, what can be done to make it more comfortable, more attractive, or more useful? (Things that the students themselves can do without involving expense or work on the part of the institution.)

Play back and evaluate for content and process.

2. What can we as a class do to involve our spouses or fiances in our interest in developing the Socanic skills so that they will be better able to assist us when we have completed our training and are working?

Give the class the written test.

ASSIGNMENT:

During the group dynamics sessions assigned in Lesson 3, use these basic steps for problem solving when applicable.

TEST

1. The six problem solving steps are:

    (1)

    (2)

    (3)

    (4)

    (5)

    (6)

2. Three of the advantages of a group in solving problems are:

    (1)

    (2)

    (3)

3. In determining the problem, is it necessary for all members to agree upon all of the details of the problem?

4. Is it necessary for all members to agree upon the basic problem?

5. What must be omitted from Step 2 but must be done during Step 3?

6. Name two things that you should consider in choosing a possible solution.

    (1)

    (2)

7. State the difference between

Contents:

Process:

LESSON 8

PERSONAL 1 5 hours

HUMAN NEEDS

Behavioral Objectives:

1. Differentiates between body deficiencies, needs, and desires.
2. Relates behaviors to the needs they satisfy.
3. Appreciates the importance of the hierarchy of human needs.
    a. Lists the general levels in the hierarchy of human needs.
    b. Does not expect high level needs to occur when people are deprived of needs at lower levels.

Materials:

1. Overhead projector.
2. Projectuals: 8.1 "The Hierarchy of Human Needs."
   8.2 "Deficiencies - Needs - Desires."
3. Flip chart, pen.

Procedure:

Introduction. Lecture Method.

Needs are deficiencies in the body or in the personality that have forced themselves into a person's awareness. Needs are felt deficiencies. Definition.

Much of the time the human body functions on an automatic system. But there is a limit to the length of time that a body can look after itself without conscious care. The body must have a source of food, water and air and an opportunity to eliminate wastes in order to maintain a constant supply of oxygen, carbon dioxide, sugar, and salt in the blood. If the supply is always available, then the body will never experience need. In fact, a person rarely feels the need for oxygen, but if deprived of it for twenty-four seconds, this need will outweigh all other human needs, and the body will immediately concentrate its entire effort on replenishing the supply. Or if the body is without food for twenty-four hours, its basic drive will be to secure food, with most other drives being ignored until this one is satisfied.

This illustrates that there is a hierarchy of needs. The most basic needs form the foundation, and if they are not satisfied, the body will not be aware of any needs of a higher level.

One way of determining how important a need is to the body is to determine how long we can do without it. The most basic of all needs is usually considered the need for oxygen, followed by the need for maintainance of body temperature, the need for water, and the need for food.

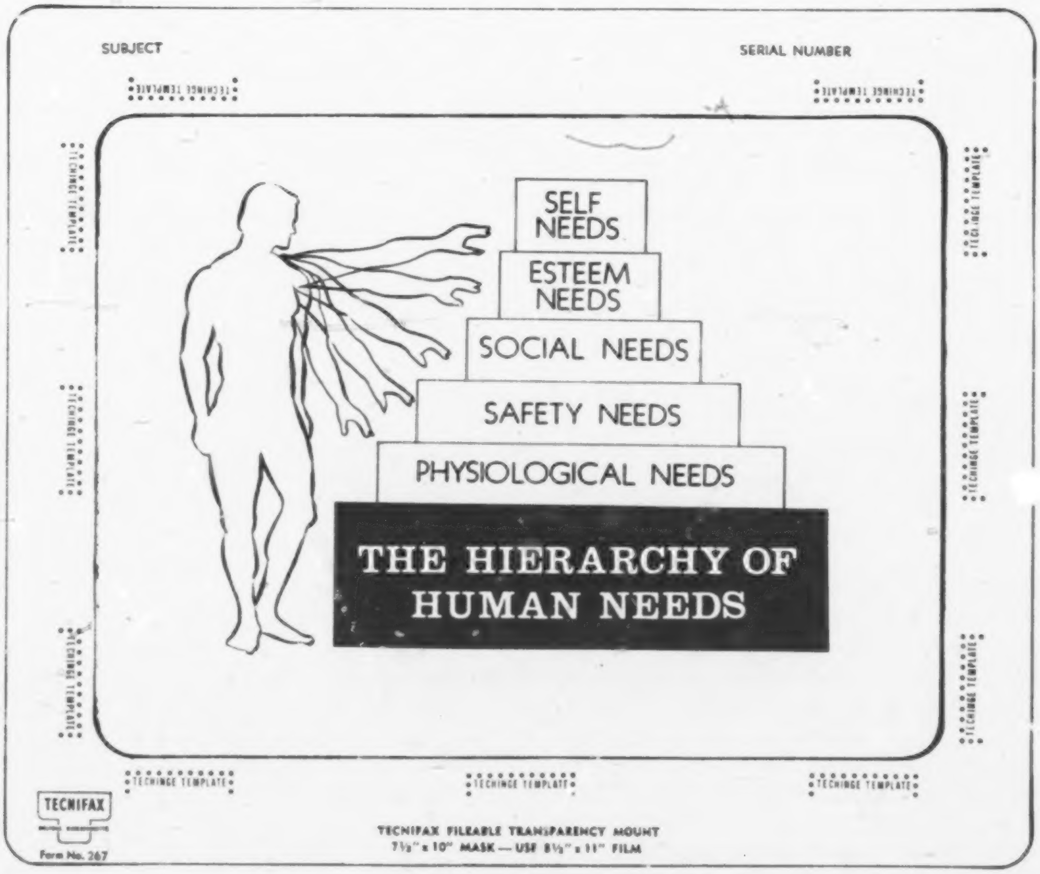
Within our country, we feel that the satisfaction of this level of needs is a social responsibility, and the society supplies food, and shelter for those who cannot supply them for themselves. Society also demands that in places where people are employed, reasonable temperatures and fresh air must be maintained.

Show the projectual 8.1, "The Hierarchy of Human Needs." The projectual is constructed so you can show the foundation needs first, and build upon them the different tiers of human needs.

Projectual 8.1
"Hierarchy of Human
Needs"
bottom level exposed.

Physiological needs are those which keep our body alive, comfortable, and healthy. Notice that these are the foundation of all needs. When and only when these are supplied does the next level of needs become important. Safety needs are closely related to physiological needs, as they have to do with maintaining the body in a state of comfort and security. They

8.1 THE HIERARCHY OF HUMAN NEEDS


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
SELF NEEDS
ESTEEM NEEDS
SOCIAL NEEDS
SAFETY NEEDS
PHYSIOLOGICAL NEEDS
THE HIERARCHY OF HUMAN NEEDS
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

vary from removing the body from immediate physical danger to keeping the environment around us in order so that nothing unexpected is going to present itself. Included in safety needs can be such things as the need to provide security for one's old age, or for your survivors.

Security, when it is involved with the immediate future or one's immediate family, exists on this level. When it is well supplied on this level, it is often extended into the social level.

Projectual 8.1
second level
exposed.

For example, a man struggling to provide food for his family for the coming winter when they will go hungry if he doesn't succeed has a strong need on the safety level, and will not feel needs on the social level until this need is supplied.

Social needs are the needs to belong, to have a place within society where you are accepted, where your ideas are respected as valuable, to know that you are loved by a number of people. A person needs to feel the mutual giving and receiving of affection and care.

Projectual 8.1
Social Level
exposed.

In infants, the need to be loved and cared for is found in the lowest level of needs. Even though an infant is given the proper food, shelter, etc., unless he receives loving care and affection, he can develop serious mental disorders, and in some cases will die. This is true of infants of some animals as well, particularly the larger apes.

The need to belong to a specific group from the beginning of history has caused men to band together to form clans, tribes, cities, and states. These units of society supply their members with some of the basic needs, such as protection, a source of food, and a system of order. But beyond these basic requirements, they have provided their members or citizens with a sense of belonging, with an identity, with a bond which holds together a number of people who hold common interests and common goals.

After the basic needs are supplied, there develops a strong and pressing need for recognition from society. Persons deprived of the satisfaction of this need to belong begin to struggle violently to be recognized. If this need becomes acute and continues to be unsatisfied, the person often reverts to deviant behaviors, such as juvenile delinquency, alcoholism, or exhibitionism. (Deviant: opposed to the normal or accepted behavior; exhibitionism: actions or mode of dress to draw attention to oneself.)

Deviant behaviors
and needs.

It is interesting to note that the class of people who are struggling for social recognition are not the ones who are on the very bottom level of society, but are those who have had their basic level of needs provided for, who have risen above physical fear and hunger, who now feel the pressure of social needs.

This can be seen in the social struggle of the colored minority of southern United States and the Indian minority of western Canada. These groups have made greater social gains in the past decade than in their entire history, with many of their basic needs realized for the first time, and with much of the problem of isolation from the rest of society solved. In addition, the avenues of social advancement such as education and employment opportunities are greater than ever before. But these advantages have led them to realize their deficiencies in social recognition. This realization of a deficiency establishes a need to achieve socially and culturally.

There is another social phenomena that we should consider. Often people who discriminate against other races or groups are people who feel a strong need for social recognition, and their insistence of the supremacy of their race is an attempt to gain some measure of social prestige by belonging to a superior class.

Needs for Esteem. Although everyone has a need for the recognition of others, certain people develop this need for esteem, the need to be known and recognized by other people, to a greater extent. These people seek prestige and the success of leadership to fulfill their needs. Although few will attempt to be leaders of the nation, as social needs develop, there will be a desire for the esteem which comes with leadership roles in community activities.

Projectual 8.1
Esteem level
exposed.

Many of you, as Socanics, will find yourselves entering into your home communities and gravitating toward leadership roles, not only for the good of the community, but for the satisfaction of your own needs for esteem and prestige.

Needs of Self Actualization. The highest and most seldom achieved needs are the needs of self actualization: the needs to develop yourself as a person. A person who is self actualized is capable of detached reasoning. He can look at a situation in its entirety and its effect upon groups and individuals without considering its effect upon himself as an individual. The self-actualized person is creative. He has the

Projectual 8.1
Completely exposed.

ability to go beyond existing limits, to create something entirely new and different. A self-actualized person can look realistically at his own culture and at the culture of others, seeing each as an adequate system for directing the lives of its members, seeing their strengths and weaknesses.

Natural Needs and Learned Needs.

Most needs which a person develops as he matures are natural. However, one can develop new learned needs which will even override some of the natural needs. For example, a person who becomes hopelessly addicted to drugs finds his body chemistry so changed that regular use of the drug becomes a need stronger than such natural drives as eating and sleeping.

There are several environmental conditions that become learned needs. It is possible for humans to live with many fewer conveniences than most of us have, but we have acquired a learned need for houses with central heating, electricity, running water, carpets on the floor, and separate bedrooms. Unless these learned needs are satisfied, a person feels very deprived.

Anything that becomes so necessary that we cannot comfortably live without it has become a learned need.

[Can you think of other learned needs? Write them on a flip chart.]

List on flip chart.

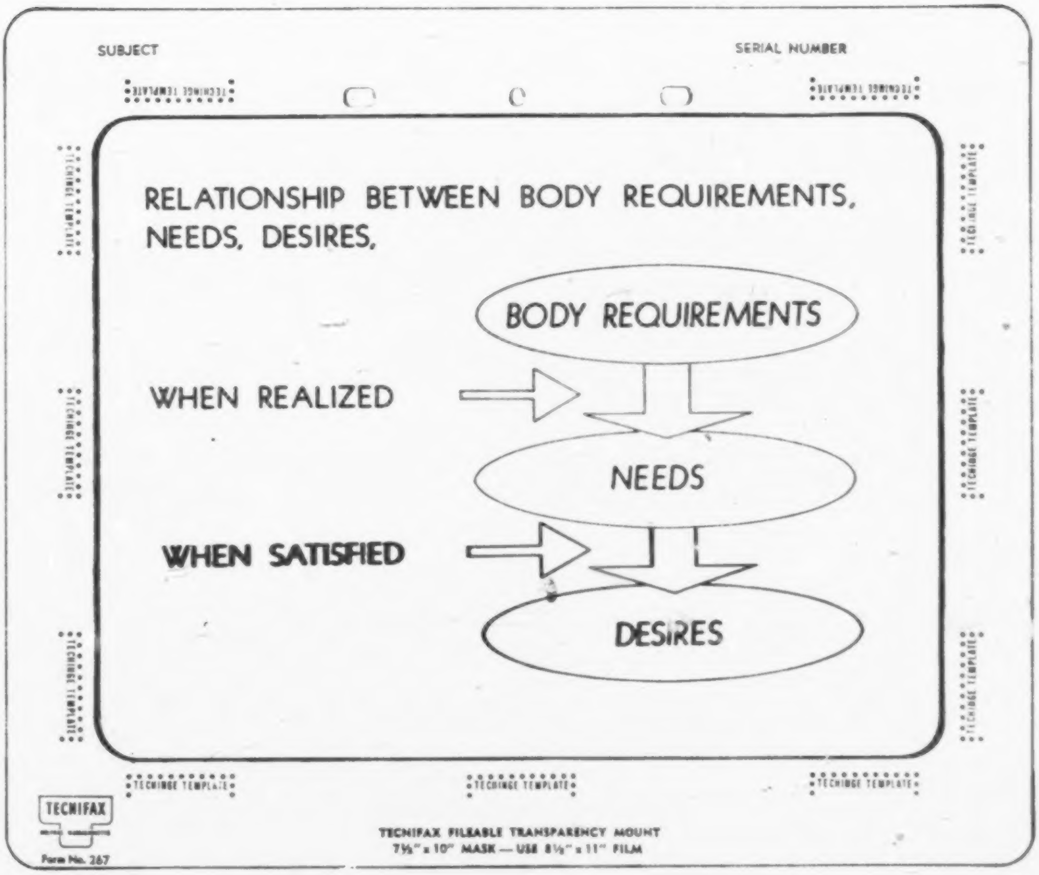
Body Deficiencies, Needs and Desires.

Needs are often mistaken for two closely related but different categories--body functions, and desires. Needs sometimes are associated with body functions, but a deficiency in a body function does not produce a need until the person realizes that he has a deficiency, and begins to find ways of correcting it. On the other hand, needs are often associated with desires. Desires are things which we could live without, without hurting our bodies in any way, but which we want. We should realize that wants are often as strong a force as many of our needs.

[Show the projectual, 8.2 "The Relationship between Body Deficiencies, Needs, and Desires."]

Projectual 8.2

8.2 DEFICIENCES-NEEDS-DESIRES



RELATIONSHIP BETWEEN BODY REQUIREMENTS, NEEDS, DESIRES,

BODY REQUIREMENTS
WHEN REALIZED
NEEDS
WHEN SATISFIED
DESIRES
SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
TECNIFAX
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Notice that a body deficiency, when realized, becomes a need. A need, when it is satisfied, becomes a desire. Thus a person's body needs food; he becomes hungry (feels a need). When that need is supplied enough times by food he may then desire food even before the need arises. This desire may be for steak, or for ice cream, or fried chicken, when other foods would satisfy the need just as well. But these special foods are necessary to satisfy the desire.

Have students "brainstorm" a list of all the needs they can think of. Assist them by giving them general categories. Do not worry them about the levels of needs. Have them brainstorm all of the needs which have to do with the body. Suggest that these could fall into the categories of needs which should be obtained, and needs which should be avoided. Next suggest that they deal with environmental needs in the same way. These are external physical needs, not internal physical needs. Then give them the category of social needs, or needs we have to live with other people. Finally, suggest the category of "self". What things do we need so that we can live comfortably with ourselves?

Flip chart.

Here is a suggested list for the coach. Students should be able to expand it.

Suggested list.

HUMAN NEEDS:

Things we need to avoid for survival and security

Things we need to obtain for satisfaction and stimulation.

Body Needs

1. Lack of oxygen
2. Thirst
3. Hunger
4. Excessive heat or cold
5. Pain

1. Pleasurable sensory experiences
    a. taste
    b. smell
    c. sounds
    d. feelings
2. Sexual pleasures
3. Bodily comforts

6. Overfilled bladder or colin	4. Exercise of muscles
7. Fatigue	5. Rhythmatic body movements
8. Illnesses	
9. Other disagreeable body states	

Environmental Needs

1. Dangerous objects	1. Enjoyable possessions
2. Horrible	2. Constructing or inventing
3. Ugly	3. Understanding environment
4. Disgusting	4. Solving problems
5. Threats to survival	5. Playing games
6. Anything threatening a stable, clear, certain environment	6. Environmental change

Social Needs

1. Interpersonal conflicts	1. Love
2. Hostilities	2. Positive identification with other people and groups (a feeling of belonging)
3. Isolation from group membership.	3. Intimate relationship with a few people.
4. Lack of prestige or status	4. Helping and understanding other people
5. Substandard behavior (This would be behavior that would remove one from his group)	5. Independence
6. A powerlessness in the presence of other people	6. Gaining power and recognition.

Needs of Self

1. Feelings of inferiority, when comparing self with others, or with one's ideal self
2. Failure
3. Loss of identity
4. Feelings of:
   a. shame
   b. guilt
   c. fear
   d. anxiety
   e. sadness

1. Feelings of personal worth (self confidence)
2. Feeling a sense of achievement
3. Establishing a challenge
4. Establishing moral and other values
5. Discovering a meaningful place for self within the environment
6. Need to reproduce

After the students have identified and listed needs, have them identify and list institutions which exist to supply human needs. As they name an institution, ask, "What needs does this institution supply?"

Institutions and Human Needs.

As the students list these institutions, help them come to the realization that all institutions exist to supply human needs.

Flip chart.

Sample list:

The home - the most basic human institution, and if functioning properly, provides for fulfillment of most human needs.

The church - supplies a deep sense of belonging, sense of order, standard of conduct.

School - sense of belonging, identification, recognition, creativity, opportunity for expression.

Clubs - sense of belonging, identification, recognition, creativity, opportunity for expression.

Hospitals - satisfaction of safety needs, overcoming of physical needs.

Police department - supply security, sense of order.

Welfare - supply fundamental deficiencies which exist in some homes.

Health region - security, freedom from disease.

Art society - creativity, need for recognition, sense of belonging.

Government - protection, security, order, well being.

Human Needs and the Socanic

Since the Socanic will be working with people in an attempt to communicate with them and to motivate them to higher achievement, one of the vital tools he will have at his disposal is a knowledge and recognition of the human needs which cause people to do things. As you work with clients, professionals and the community you will see patterns of human needs motivating the people with whom you are working. If you can identify the needs behind the behaviors it will be easier for you to understand their problems, to institute programs of help, and to lead in community activities.

ASSIGNMENT.

To become aware of the principle of human needs and how they affect our every day life, each student will identify five behaviors which he has observed among people of his acquaintances, and will evaluate these and decide what needs the person is fulfilling by this particular behavior. Be prepared to share and discuss these behaviors and their corresponding needs with the group.

The level of needs that you will be looking for will be similar to these:

A child's attention-seeking behavior.

An adolescent's "tough-guy" or "fast-driver" behavior.

A person actively engaged in coaching Little League.

A business man who drives himself many hours a day, after he has already achieved success and wealth.

Allow the students three days to observe and prepare their list of behaviors and needs, and then have them share their lists, and discuss them in a group. They may want to identify additional possible needs, or they may have different opinions of the needs causing certain behaviors.

LESSON 9

COMMUNICATIONS 1 C 4 hours

SPEAKING FOR YOUR AUDIENCE

Behavioral Objectives:

1. Develops a speech with the listener's interest and point of view in mind.
   a. Uses an attention getting opening statement.
   b. Relates the speech to the audience.
   c. Utilizes interesting and factual information.
   d. Ends the speech with a challenge.

Materials:

1. Speaker's stand.
2. V.T.R.
3. Projectual 9.1 "Speech Barriers"
4. Overhead projector.

Procedure:

1. Quickly review Lesson 3, Establishing a Purpose. Still the first and probably most important step will be the establishment of your purpose or goal, and the techniques of speaking that you will learn later are all to be considered as secondary to the purpose. No matter how funny the story or interesting the illustration, if it does not support the purpose, it should have no place within the speech. (Note: This basic concept applies also to written reports.)

2. Also, before we begin this lesson we need to return and re-examine some of the principles of listening. (Lesson 6) Remember, the main reason for speaking is centered around the listener.

3. The students will deliver their speeches assigned in Lesson 3.

Video Tape speeches.

4. Evaluation:

   a. By the speaker first.

   b. By other members of the class.

   c. By the coach.

V.T.R. playback of each speech.

5. Four basic points of this lesson come in a book by Richard C. Borden, Public Speaking as Listeners Like It! (New York: Harper and Row, Publishers, 1935)

Borden's formula for good speaking is summed up in four statements that he assumes the audience is going to say.

Projectual 9.1 "Speech Barriers"

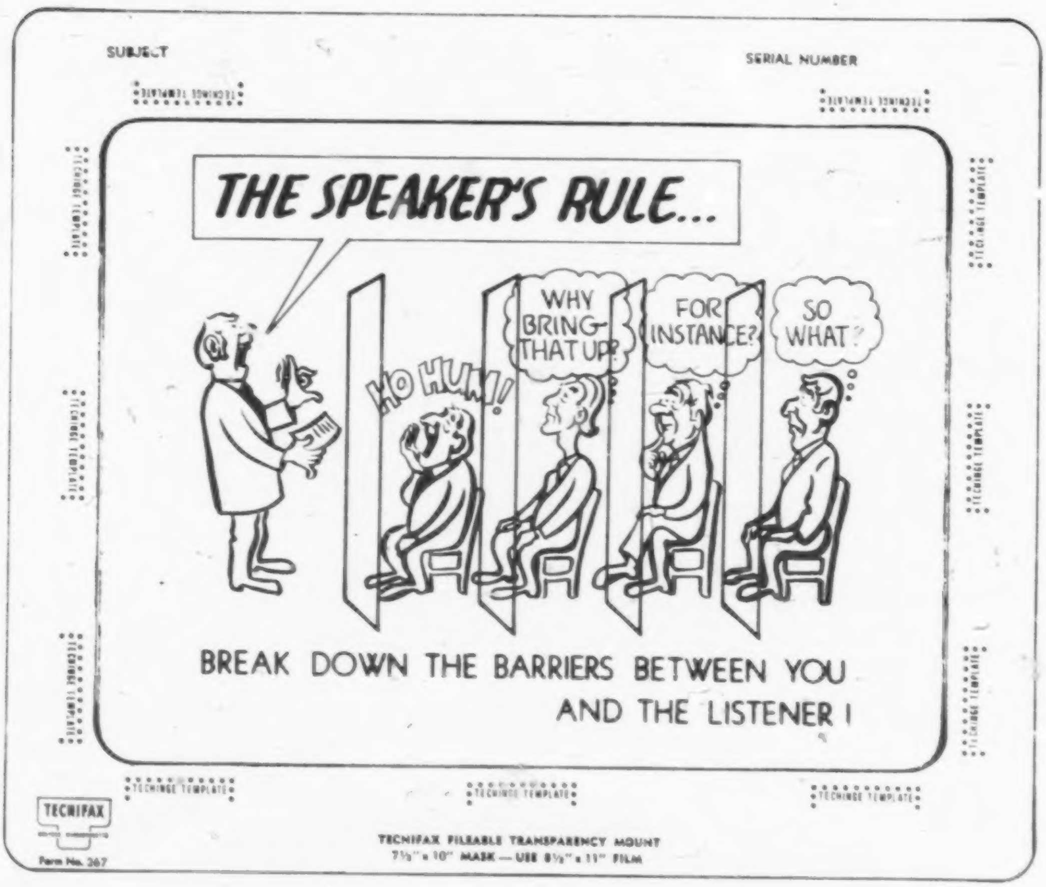
   a. Ho Hum! As the speaker walks to the platform, much of the audience is already bored, and the speaker's first task is to gain their attention, to wake them up.

   b. Why bring that up? After a speaker's opening statement has caught the attention of the audience, the audience counters with the question, of what importance is that to me? The speaker must relate his subject to the audience.

   c. For instance. The author has now proved that his subject is of value to the audience. He now needs some good solid examples to support his position.

   d. So what? After a speaker has caught their attention, convinced them that his subject applies to them, illustrated the subject with good examples, the audience basically asks him, what do you want me to do about it?

9.1 SPEECH BARRIERS


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
THE SPEAKER'S RULE...
HO HUM!
WHY BRING-THAT UP?
FOR INSTANCE?
SO WHAT?
BREAK DOWN THE BARRIERS BETWEEN YOU AND THE LISTENER!
TECHNIFAX
Form No. 367
TECHNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

A Forceful Opening.

When you first rise to speak, get the attention of your listeners. It well could be that if you miss this opportunity they will miss the rest of the message. The listeners really want you to demand their attention, but will not give you this attention until you earn it.

Your attention-getting opening sentence must be related to your subject. A strong, non-related statement, although it gets their attention, detracts from the purpose of the speech.

Examples:

On traffic accidents: "Four hundred shiny new coffins were delivered into the city today."

On civil disobedience: "Before I got up to speak today, I placed a bomb under the front seats."

Make Your Subject Apply to Your Audience.

Remember that the audience is made up of people, and people like things which are centered around themselves. If you are talking about them, their community, their interests, they will like your speech.

In this part of your speech, your job is to build a bridge from the interest of the listeners to your thought.

Examples:

There are certain types of examples that your listeners like to hear.

a. Listeners like examples that are believable. The example that you use must be within the realm of the possibilities of the audience.

b. Listeners like examples that are in story form. Young and old alike enjoy stories.

c. Listeners like examples that involve famous people. People like to imitate success.

d. Listeners like examples which have a historical basis.

e. Listeners like examples based on colorful analogies. This is the technique of building a new idea which the listeners do not understand upon an old idea which is familiar to them. Analogies are often the most effective method of explanation.

f. Listeners like examples which demonstrate important statistics. Before you can use statistics, remember these rules:

    (1) Use them sparingly.

    (2) Use only those that are really important to your purpose.

    (3) Use only statistics that are easily understood.

Challenge Your Audience.

Now you have reached the finish line. When you prepared your purpose, you saw where you wanted to go. You caught the audience's attention. You bridged the gap between their interest and yours. With good examples, you have established your point. Now you need TO CHALLENGE THAT AUDIENCE.

Your closing statement should be brief, memorable, and should begin with a verb denoting some specific action.

For example: Join! Vote! Write! Boycott! Buy! Contribute!

Assignment for Lesson 11:

Prepare a speech, from 3 to 5 minutes in length, on a subject of your choice, using the combined information of the previous speaking lessons as your guide. Use these as the main headings of your final outline.

Hand out assignment sheets.

Purpose:

Forceful opening remarks:

Make your subject apply to your audience:

Examples:

Challenge your audience.

Evaluation Form for Lesson 3, Establishing a Purpose:

To the Evaluator: We still have assigned a relatively small amount of material on which we can evaluate. The speaker should not be criticized outside the scope of assignments.

Use extra space for written comments.

1. Was the speaker able to control his nervousness?

Nervousness controlled speaker				Speaker controlled nervousness
1	2	3	4	5

2. Was he loud enough to be heard?

No		At times		Yes
1	2	3	4	5

3. Was there evidence that the speaker had a well established purpose?

No				Yes
1	2	3	4	5

4. Did he retain the purpose throughout the speech?

No				Yes
1	2	3	4	5

5. Did his illustrations support the purpose?

No	Few		Most	Yes
1	2	3	4	5

LESSON 10

PERSONAL 2 3 hours

BUDGETING MONEY

Behavioral Objectives:

1. Understands advantages of keeping a budget.
2. Understands major items in a budget.
3. Keeps a family budget, using a budget book, on a monthly basis throughout the course.

Materials:

1. Royal Bank family budget book (two copies for each student).
2. "Managing Your Money" - a booklet published by CUNA MUTUAL INSURANCE SOCIETY.
3. Overhead projector.
4. Projectuals:

"Outline of a Family Budget?"	10.1
"What is a Family Budget?"	10.2
"Need for Family Money Management	10.3

5. Reference Reading -
   a. Guide to Personal Finance by SAL NUCCIO published by New York Times L.C. #65-21019.
6. Motion picture projector.
7. Film: "Personal Financial Planning."
8. Flip chart, felt pens.

Procedure:

Role Play

Role Play

Cast:

Father

Mother

Teenage daughter

Elder boy (also a teenager.)

Younger boy (about 13 years old)

Setting:

Father has just come home from work on the evening of pay day. He received a check for $550.00, take home pay for the month. On the way home, he cashed the check and bought a new set of tires for the car (cost, $60.00).

Keep expenditures on flip chart.

Now his wife comes in, greets him, then tells him that she needs some money. The iron has quit, and she has ordered a new one to be delivered tomorrow. (Cost, $21.00) She has also found a good buy on a spring coat, and has ordered it for the following week delivery (cost, $20.00).

The children come in, and father gives them their monthly allowance of $4.00 each.

(Coach hands each of the players a list of requests to assist them in the role play. Each is to make his role as natural as possible. He may ask for other things if he wants. No one is to know in advance what the others are asking for.)

Father wants:	$10.00	Coffee money for the month.
	10.00	Surprise for mother. He is taking her out to supper and a show tonight. He is not to mention this to mother or the children until the money decisions are made.

Copy a list for each player.

Mother wants:	$ 3.00	Repair shoes.
	5.00	Home products party she attended. She placed an order for this amount.
Girl wants:	3.50	Hair cut and set.
	2.00	Nylons
	4.00	Rainboots
	4.00	Blouse required for school choir.
Older boy wants:	10.00	Fee for driving lessons.
Younger boy:	15.00	Basketball shoes (He made the team!)

Father, with help from Mother, will decide how many of these requests he will grant.

After they decide whether they will go out for dinner or not, the coach will stop the role play, and have one of the students add up the money already spent.

When this amount is totalled on the flip chart, have the students playing Mother and Father begin second part of role play, two days later.

Mother greets father coming in from work, and hands him the monthly bills.

They are as follows:

Copy for mother

Groceries	$150.00
Rent	130.00
Utilities	30.00
Bill payments	30.00
Transportation (car)	30.00
Medical	20.00
Insurance	10.00

All of these bills should be paid.

The coach should notice if the family overspent the $550.00. If they did, he should ask the class to suggest reasons why the family was in a position to overspend. List these reasons on a flip chart. Compare your list with the one in the lesson sheets.

Flip chart.

Why Do Families Overspend?

1. They do not pay their set bills first.
2. Each one in the family has legitimate urgent requests which do not take into account the rest of the necessary expenditures.
3. They are prone to impulse buying.
4. They have no plan for spending the family income.

Fixed Expenditures and Discretionary Income.

A large part of the money which is brought home in each month is already spent for fixed expenditures such as rent, groceries, medicine, payment of bills, insurance, etc. These fixed expenditures must first be considered in the budget. What is left is your DISCRETIONARY INCOME--money which you may spend as you wish.

Projectual 10.1
"Outline of a
Family Budget?"

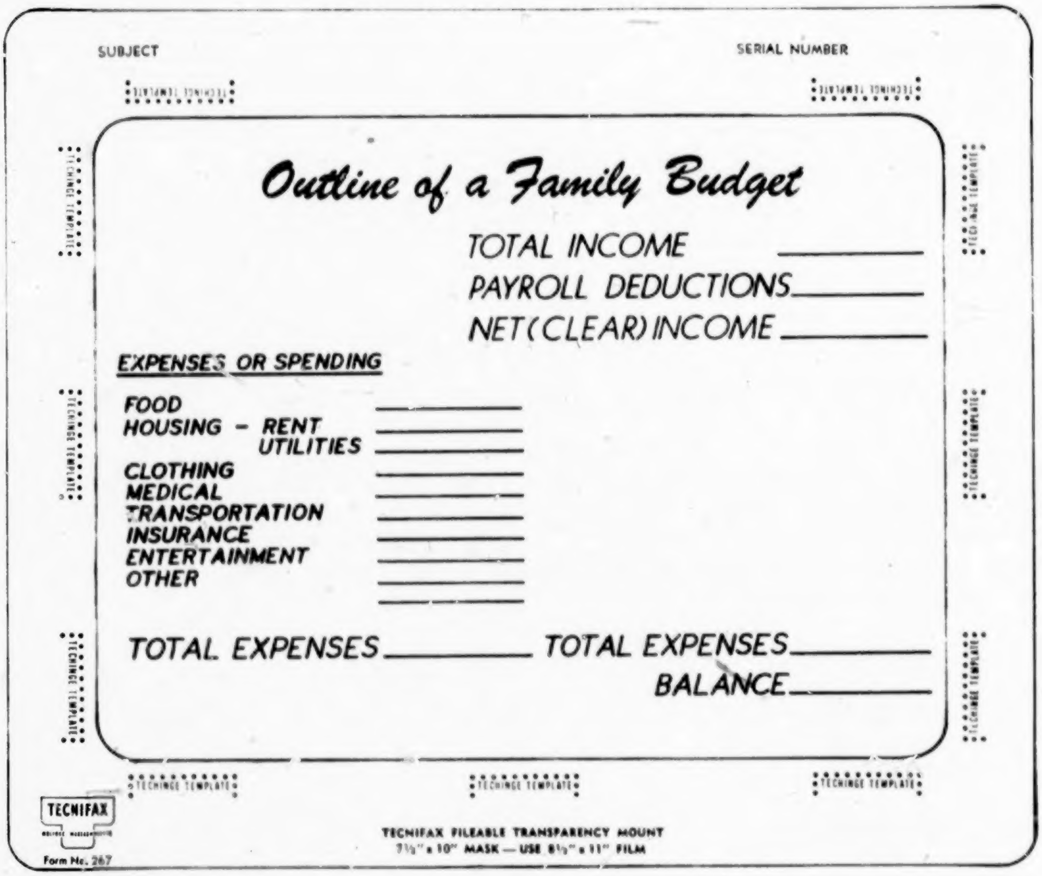
From this discretionary income may come such things as:

- a. Entertainment.
- b. Luxuries.
- c. Investments.
- d. Savings.

Some items are to some degree discretionary. Included in these are:

- a. Clothing. You may be able to get along with less clothing in order to save extra money for a trip, etc.

10.1 OUTLINE OF A FAMILY BUDGET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Form No. 267
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Outline of a Family Budget

TOTAL INCOME ____________

PAYROLL DEDUCTIONS ____________

NET (CLEAR) INCOME ____________

EXPENSES OR SPENDING

FOOD ____________

HOUSING – RENT ____________

UTILITIES ____________

CLOTHING ____________

MEDICAL ____________

TRANSPORTATION ____________

INSURANCE ____________

ENTERTAINMENT ____________

OTHER ____________

____

TOTAL EXPENSES ____________ TOTAL EXPENSES ____________

BALANCE ____________

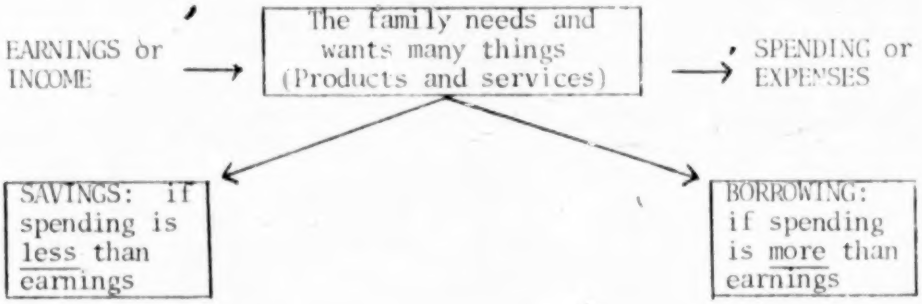
b. Rent. By deciding the amount that you are willing to pay as well as the neighborhood, and the type of house you want, you have considerable discretion about the amount of rent you pay.

Projectual 10.2 "What Does a Budget Do?"

c. Food. Although basic food needs must be met, careful shopping and less expensive brands, cheaper meat cuts, etc., may permit extra discretionary income each month. If you can save $3.00 a week from your regular amount of groceries, this adds up to additional discretionary money of $156.00 in a year.

What is a Budget?

The following is a picture of the family money situation.


EARNINGS or INCOME
The family needs and wants many things (Products and services)
SPENDING or EXPENSES
SAVINGS: if spending is less than earnings
BORROWING: if spending is more than earnings

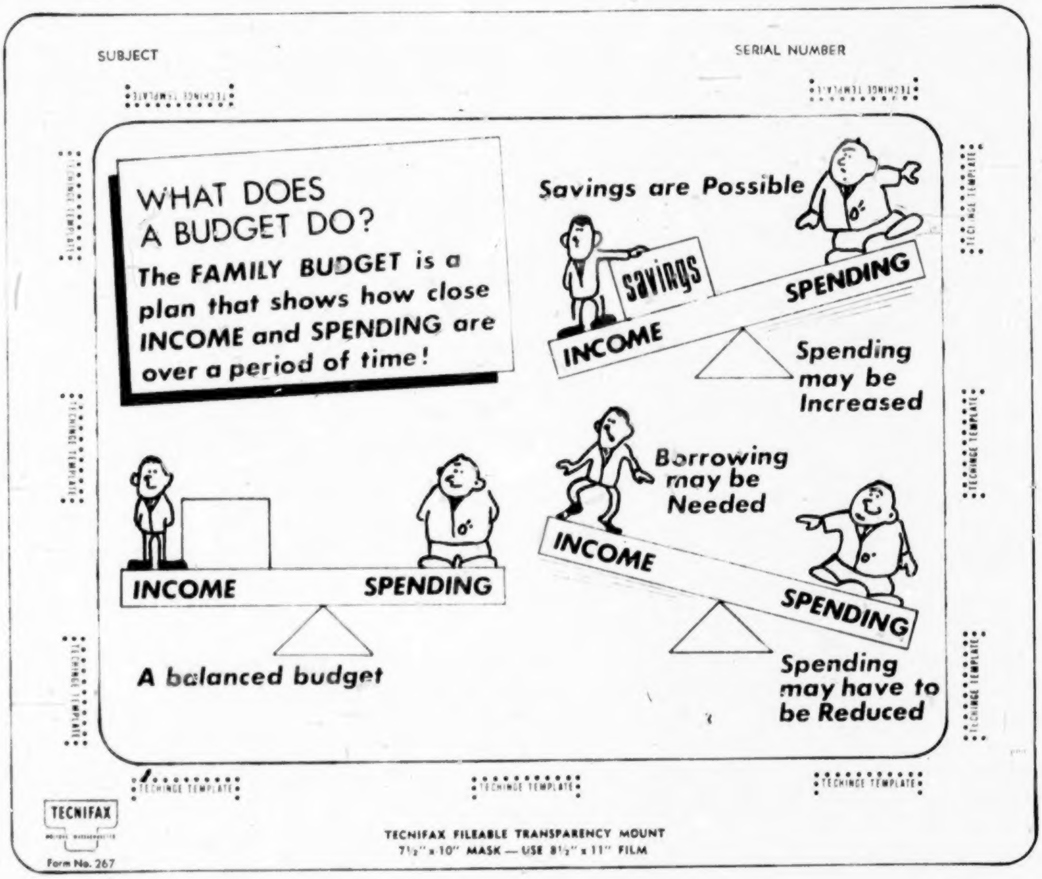
The big problem facing the family is to make sure that spending isn't always bigger than earnings. If it is, the family will never get out of debt.

The best way to make sure spending doesn't always exceed earnings is to keep a FAMILY BUDGET.

What do we mean by a Family Budget?

A BUDGET is a financial plan or a guide to spending for a certain period of time. A family budget helps the family see if the money coming in (earnings or income) matches the money going out (expenses or spending) in some time period (e.g., month, year). If money is left over then there is a saving. If there is not enough money then there may have to be borrowing. A family budget also helps a family decide how it will spend

10.2 WHAT IS A FAMILY BUDGET?



SUBJECT

SERIAL NUMBER

WHAT DOES A BUDGET DO?

The FAMILY BUDGET is a plan that shows how close INCOME and SPENDING are over a period of time!

Savings are Possible
SAVINGS
INCOME
SPENDING
Spending may be Increased
INCOME
SPENDING
A balanced budget
Borrowing may be Needed
INCOME
SPENDING
Spending may have to be Reduced

TECNIFAX

Form No. 267

TECNIFAX FILEABLE TRANSPARENCY MOUNT
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its money. The budget is a friend not an enemy. The family makes the decisions not the budget. By keeping a budget the family can see how their family money matters look in the future. If you have a picture of what is going to happen in the future it helps you make decisions. Remember, keeping a family budget isn't just a boring business of putting numbers down in a book. Budgeting can be fun. It can help you save. It can help you borrow wisely. If you don't keep a budget you may not be getting as much satisfaction out of your money as you could be.

What time period is used for budgeting?

The family can budget for every week, a month, three months, or a year. Usually the budget covers the time from one payday to the next. However, many families use a month or three months for their budget period.

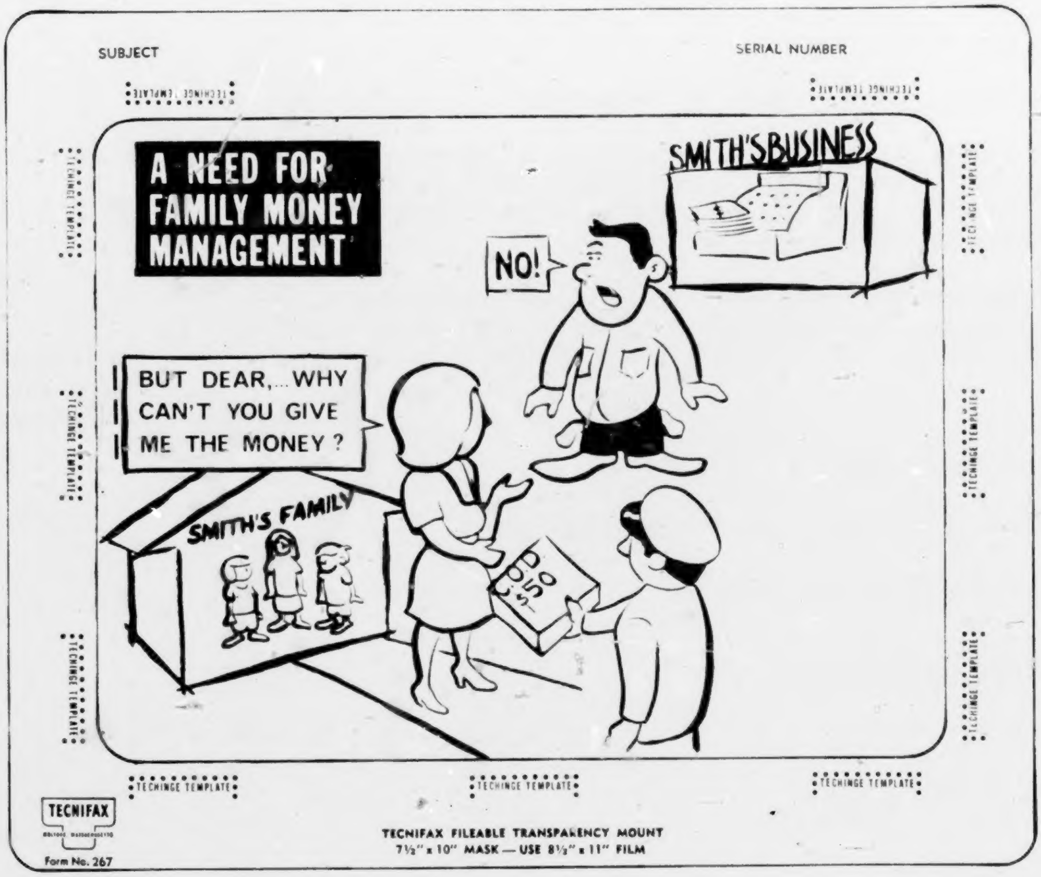
A rough example of a family budget for a married man with 3 children, earning $7,200 per year or $600.00 per month is shown below. Note that the budget is for a one month period.

Projectual 10.3 "Need for Family Money Management".

	MONTHLY
Income or Earnings	$600
Payroll deductions (e.g., Income Tax, etc.)	55
Clear income or take home pay	$545

Expenses or Spending	MONTHLY
Food	$150
Housing - rent	130
- utilities	30
Clothing	30
Bill Payments	30
Medical	20
Transportation	30

10.3 NEEDS FOR FAMILY MONEY MANAGEMENT


SUBJECT
SERIAL NUMBER
A NEED FOR FAMILY MONEY MANAGEMENT
SMITH'S BUSINESS
NO!
BUT DEAR,...WHY CAN'T YOU GIVE ME THE MONEY ?
SMITH'S FAMILY
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
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Insurance		10
Entertainment		30
Personal Care		20
Other Expenses		60
	TOTAL EXPENSE	$540
	Remainder	$ 5

Remember the family decides how much to spend on each item. If all family members help to plan the budget they will have a better idea of family spending.

The summary of a budget can be shown as follows:

Family Income	$________
less Family Expenses	$________
Balance	$________

If the balance is negative then expenses will have to be reduced or money will have to be borrowed. If the balance is positive then expenses can be increased or money can be saved.

ASSIGNMENT

You will be given a copy of the "Royal Bank: Family Budget Book." You will use this book to keep a family budget for the remainder of the course. The coaches will help you if you have any difficulty. Read through the book carefully several times.

Copy and hand out.

Some of the steps you should follow in budgeting are:

a. Decide on the period of time budget will cover e.g., month or year. This is called the budget period.

b. List all the things you want to buy now and in the budget period.

c. List all the income you will receive during the budget period.

d. Estimate all the expenses you will have during the budget period. Some expenses will be fixed (have to pay them anyway e.g., food, heat, rent, lights) and some will be discretionary (you decide whether you want to pay them e.g., entertainment, travel).

You should estimate what percent (%) of your income is spent on each thing. This will depend on your family size and on the community where you live. It will also depend on what type of life you want to live.

e. Estimate how much money you want to save for the future.

f. Add up all expenses and savings and compare with your income.

g. If your income is smaller than your expenses and savings you have to decide which things you want to buy first. You have to decide not to buy certain things or decide to borrow money (buy on credit).

h. If your income is bigger than your expenses and savings then you can buy all the things you listed in step (b) above.

i. Check over the financial budget to see that the whole family is getting the most satisfaction from the way the money is spent.

Practice Session:

1. Ask students to arrange themselves into buzz groups of 3 or 4.

2. Hand each student a copy of Royal Bank budget book for the practice session.

3. Ask each buzz group to plan a yearly budget for a married construction worker with seven children earning $7,200 a year. Students have to decide how much money to allocate to various expense categories. Allotted time: 20 min.

4. 10% of the income will be payroll deductions.

5. Students will have to decide how much he can afford for monthly installment payments, which include car payments.

6. Have two groups of students put their versions of the budget on each of the flip charts. Compare the differences.

2 flip charts.

7. Coach will notice: As the family increases from 3 children (as used in the lesson) to 7, grocery and clothing items and medical items must expand.

SUMMARY:

1. To summarize the lesson, show the film.

Film:

ASSIGNMENT:

1. Students will read Guide to Personal Finance by SAL NUCCIO

2. Distribute Royal Bank budget books, and read over with students.

Distribute assignment sheet, booklet, and a copy of Budget Books.

3. Set up appointments as required to help students with their budgets.

EVALUATION:

1. The success students have in understanding and keeping their monthly budgets will serve as a general indicator for this lesson.

LESSON 11

COMMUNICATION 1 D 4 hours

GOOD NEWS OR PROPAGANDA

Behavioral Objectives:

1. Appreciates the necessity of adhering to factual information in public speaking.
2. Recognizes propaganda in his own speaking and in the speeches of others.
3. Gives a factual speech designed to support or change the status quo.

Material:

1. V.T.R.
2. Projectuals 11.1, "Good News or Propaganda"
   11.2, "Closed Mind"
   11.3, "Gullibility"
   11.4, "Open Mind".
3. Overhead projector.
4. Flip chart, marking pens.

Procedure:

1. Review Lesson 9 "Speaking to Your Audience", paying special attention to the assigned speech for Lesson 11.

Hand out evaluation sheets.

2. Students will deliver their speeches.
3. Evaluation: Viewing the replay, the student will first have opportunity to comment and evaluate his own speech; fellow students will add their evaluations, then the coach will give a summary of the evaluations, adding points where he feels that they are needed.

Videotape student speeches.

Replay for evaluation.

4. Introduction:

A speaker always has a strong ethical responsibility to be accurate in his use of facts and as sound as is possible with his interpretation of these facts. When one stands before an audience, sincerity and good intentions do not serve as a substitute for ethical responsibility. The listeners give the speaker their time and their attention, with the assumption that he is honest and is seeking to make a fair presentation of the matter. To deliberately misuse the facts is lying, and clearly unethical. But to misuse them through carelessness, or to misuse them unintentionally because one failed to prepare properly can very quickly destroy the reputation of a speaker with an audience, particularly one who is critical of the material he is using.

Good News or Propaganda?

Propaganda - a method of spreading doctrines or principles for the purpose of promoting a cause.

Good News - information designed for the listener's advantage.

Example: Two ladies, talking over the backyard fence, are discussing their wash. One tells the other "that Brand X Soap made my wash dazzling white." This is good news. She is only telling a neighbor the facts that will help her.

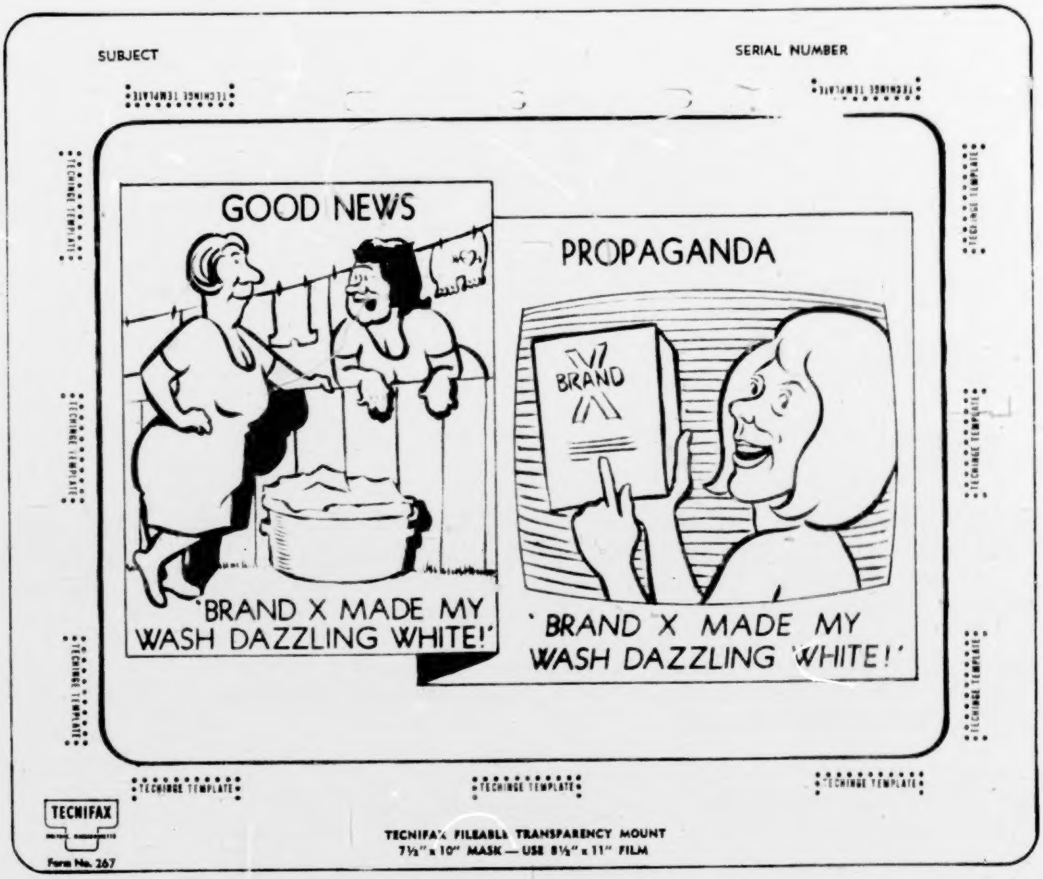
Projectual 11.1 "Good News or Propaganda".

A man on T.V. says that "Brand X Soap will make your clothes dazzling white!" This is obviously propaganda. He is being paid to promote Brand X Soap.

The chief difference between the two is the intention of the speaker. If the intention is solely for the good of the listener, then it is good news. But if the speaker's purpose is to promote the good of an organization, cause, or group, what he says can properly be called propaganda.

While working for social institutions you will often be called on to speak, using both of these purposes. So the purpose of this lesson is not to totally outlaw the use of propaganda, but to help the speaker recognize his own motive for speaking, and to identify the motives of other speakers.

11.1 GOOD NEWS OR PROPAGANDA?


SUBJECT
SERIAL NUMBER
GOOD NEWS
'BRAND X MADE MY WASH DAZZLING WHITE!'
PROPAGANDA
BRAND X
'BRAND X MADE MY WASH DAZZLING WHITE!'
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Although it is not wrong to support a cause, speakers who support a cause so forcefully that they distort reality are not being fair with their audience.

When Propaganda is Dangerous.

1. When the listeners fail to recognize it as propaganda.

2. When the speaker's desire to promote a cause makes him distort or exaggerate the facts.

3. It is most dangerous when both of the above are present - a speaker radically presents only part of the entire facts distorts them to make his arguments sound stronger than they really are, and a portion of the population buys these arguments as being the whole truth on the matter.

Ways of Listening.

1. Some listeners accept nothing that they hear. We say that they have a closed mind. This type of person is usually starved mentally, having only that narrow group of thoughts that managed to slip into his mind before he closed it.

Projectual 11.2
"Closed Mind"

2. On the other hand, there is the one who accepts anything he hears, and just swallows it all. We call people like him gullible. They are just like a bunch of baby birds in a nest. Anytime something lands on the edge of the nest, they throw their mouths open, and swallow anything that is dropped in.

Projectual 11.3
"Gullibility"

3. Then there is the third position somewhere between these two, when a person hears the material, samples it to see if it is any good, accepts the part that is good, and rejects what is not. We call this attitude being open-minded.

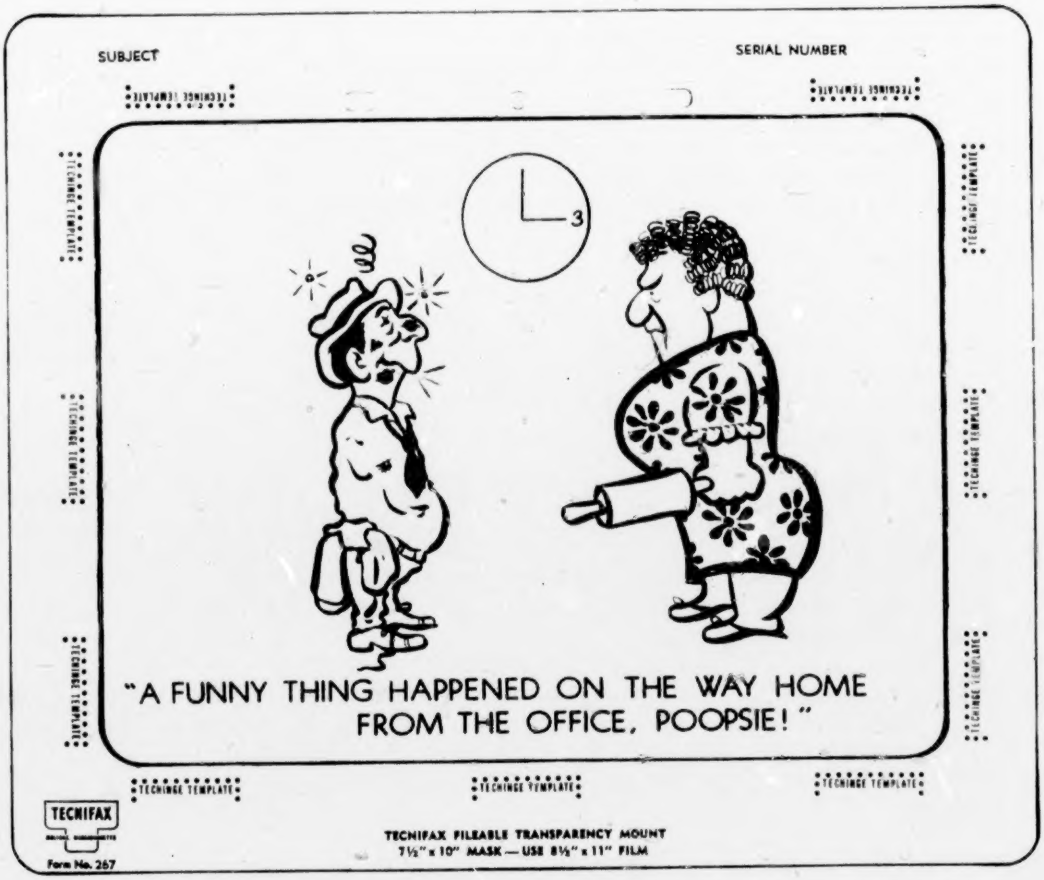
Projectual 11.4
"Open Mind"

Whether you are speaking or listening, you owe it to yourself and to those communicating with you to identify the purpose of the speech and the motive being used to achieve that purpose.

Principle of Reality.

Often both the speaker and the listener would like to pursue their own lines of thought on a subject, rather than the facts But even though both would like to do so, facts have a way of

11.2 CLOSED MIND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TECHINGE TEMPLATE
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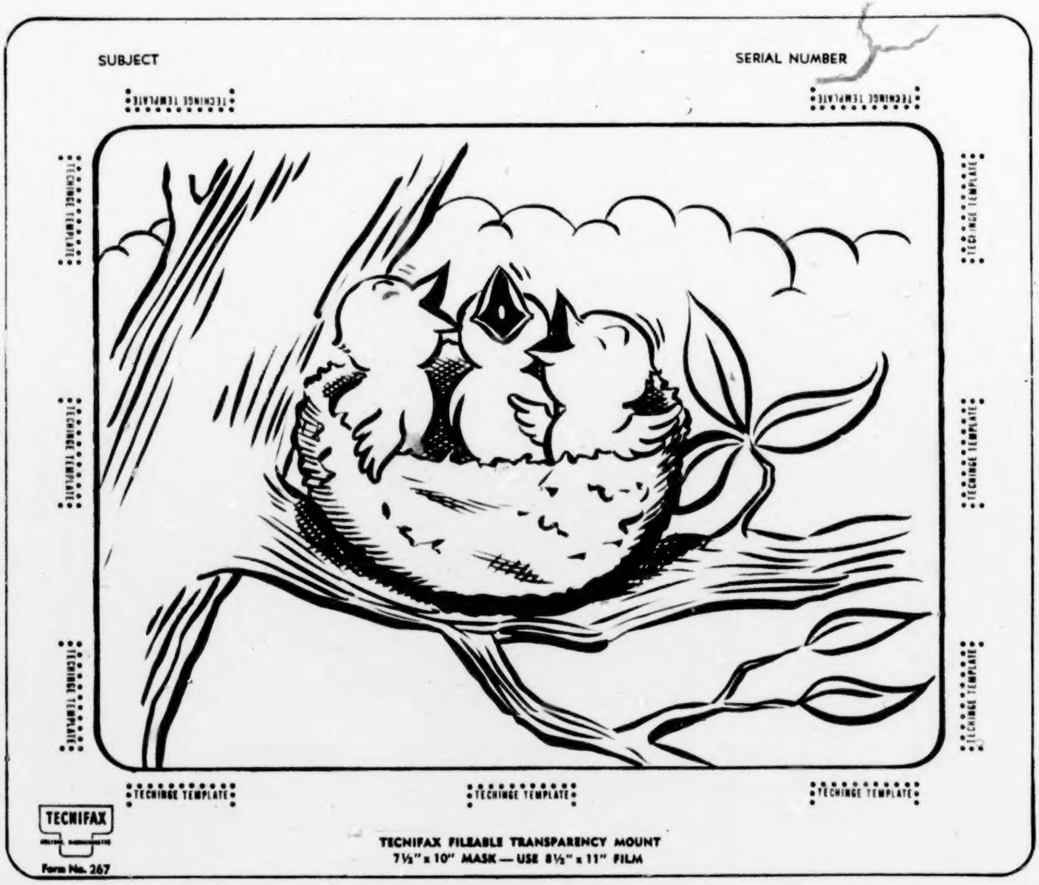
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

"A FUNNY THING HAPPENED ON THE WAY HOME FROM THE OFFICE, POOPSIE!"

11.3 GULLIBILITY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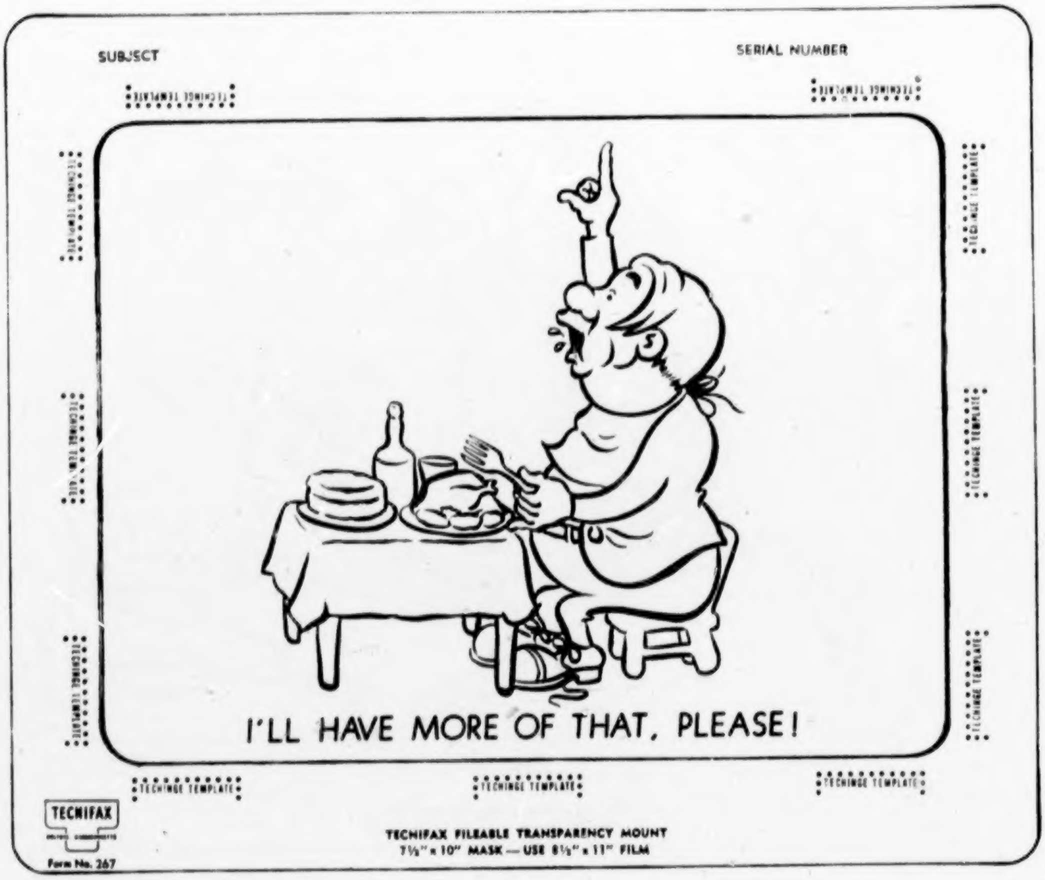
11.4 OPEN MIND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TECHINGE TEMPLATE
TECHIFAX
Form No. 267
TECHIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

I'LL HAVE MORE OF THAT, PLEASE!

forcing themselves into the conversation. A British sociologist, Herbert Spencer, once said, "A beautiful theory has just been murdered by a gang of brutal facts!" A good speaker checks the facts before he presents his ideas. If they are faulty, his theory will be destroyed by the facts known by the audience. Many times the audience will not tell the speaker they know that he tried to mislead them, but they will realize that carelessness with the facts is part of this speaker's style.

Barriers Hindering Accuracy.

What are some of the barriers which alone or in combination cause speakers to mislead their audiences carelessly?

List on flip chart.

Students will list on flip chart as many barriers as they know.

1. The choice of a subject outside of a speaker's ability.

    a. Discussing a subject beyond one's ability or education.

    b. Passing judgement upon a situation outside of one's own experiences.

    Example: A person who has never been on a reserve or who has only visited briefly on a reserve, suggesting changes that would completely solve all problems of those communities.

    c. Establishing motives for other people, particularly if the other people are an ethnic or racial group.

2. Laziness or carelessness on the part of a speaker. (He just doesn't have time or just doesn't care if he researches his material.)

3. Choosing a subject and a style of delivering that subject completely over the heads or beyond the interest of your audience.

4. Delivering one's message with an attitude that causes you and your audience to see and appreciate only one side of a situation.

Example: A total abstainer or an alcoholic considering the effects of prohibition.

5. Personal involvement in a cause that makes the speaker promote his own self-interest.

How to Overcome These Barriers.

[Ask students to suggest ways of overcoming barriers. Compare this list with one in lesson sheets.]

1. Choose a subject that you are capable of handling.

2. Take time to research the facts.

3. If you are on one side of an issue (which most people will be,) tell your listeners the position that you hold. They will respect you for your honesty and openness.

    a. Be especially careful of your specific facts. Present these facts to your listeners and explain why they support your views, or why, in spite of them, you still hold your opinion. No matter how unpleasant or inconvenient the facts might be, don't ignore them.

4. When speaking on a subject that could be controversial, you should not worry whether your listeners agree with you, but you should be concerned whether they respect your presentation of the arguments.

ASSIGNMENT:

1. Prepare a speech, from 5 to 8 minutes in length, in which you support or oppose the status quo.

    Definition: Status quo - the condition or state in which a person or thing is or has been; the way in which things are now.

    This could be anything that interests you, about which you can get the facts.

2. Don't just criticize something. Give some alternatives, and reasons why they should work.

3. Ask yourself: Is the plan practical? Is it usable?

4. Most important, leave your audience feeling that you were fair with your subject.

Purpose:

Outline:

EVALUATION: for speech assigned in Lesson 9, "Speaking for Your Audience."

1. Did he establish a purpose?

   0 1 2 3 4 5

2. Did he have an interesting opening?

   0 1 2 3 4 5

3. Did he relate his subject to the audience?

   0 1 2 3 4 5

4. Did he use examples which supported his purpose?

   0 1 2 3 4 5

5. Did he have a strong closing statement?

   0 1 2 3 4 5

6. Did he control his nervousness?

   0 1 2 3 4 5

7. Did he speak loud enough to be heard by his audience?

   0 1 2 3 4 5

Comments:

LESSON 12

COMMUNICATION 3 B 3 hours

EFFECTIVE LISTENING

Behavioral Objectives:

1. Demonstrates good listening habits.
    - a. Shows attention to the speaker.
    - b. Responds to the speaker's moods.
    - c. Indicates through physical signs that he understands or does not understand the speaker's message.
    - d. Requests clarification when in doubt as to the speaker's meaning.
    - e. Responds to a speaker's request.

Materials:

1. Motion picture projector.
2. Film, "Person to Person Communication," "Are You Listening?"

Procedure:

1. Introduction

As Socanics, listening must become more highly developed, for we not only must hear the words that others say, but we must be able to read their feelings through their words, facial expressions, and voice.

As a listener, you are obligated not only to hear what the speaker says, but to a degree, understand what he meant to say.

As a listener, you will be listening for:

a. facts

b. concepts

c. attitudes

2. Good Listening Habits

Listening can be improved by certain physical habits.

a. Stop talking.

b. Make sure you can hear the speaker.

c. Face the speaker so you can see him as well as hear him, so that you can take advantage of visual communication as well as oral communication.

d. Listen for the speaker's main ideas.

    (i) Locate his point of view.

e. Allow for the speaker's feelings. Try to put yourself in his place.

f. Be aware of your own feelings and your own prejudices.

    (i) Be fair with the speaker, and do not read into his words your prejudices.

    (ii) Do not decide before the speaker starts what he is going to say.

g. Hear him out. You are not obligated to agree with the speaker, but you should allow him to complete his thought.

h. Ask questions. If you have the opportunity, clarify any misunderstandings or possible misunderstandings by asking questions. Carefully selected questions can keep the conversation going smoothly.

i. If you disagree, still understand him. Clarify in your mind his argument and your argument on the point of disagreement.

3. Poor Listening Habits

a. Deciding in advance what other people will say, that their message will be interesting, dull, or a waste of time.

b. Pretending attention.

c. Yielding to disturbances. There are often things that will distract your attention while you are trying to listen.

d. Paper and pencil listening; trying to take down too many notes, thus becoming more interested in the note taking than in listening. Often it will be necessary to take notes, but these notes must be brief, and not time consuming.

e. Emotional deafness. Certain loaded words can so affect our feelings that we no longer listen, or are sidetracked on tangents.

f. Blocking out what we don't want to hear. Most of us remember what we want to hear much better than what we don't want to hear.

g. Listening for facts only. Facts and spoken statements might only be a part of the entire message.

4. Film, "Are You Listening?" Films

5. Film, "Person to Person Communication."

6. Use the films and the hand out sheets as stimuli for class discussion on listening procedures, centering around good and bad listening habits. Use the film to notice the poor listening habits and techniques displayed between the bosses and their employees.

7. After the discussion has progressed for a while, the coach will add a dimension in which each student will be expected to earn his right to speak by summarizing the statements of the speaker before him. This experiment has proven to be effective not only for the improvement of listening habits, but in making the speakers become more concise and clearer in their meaning.

   Reinforcement: This technique of summarizing the words of the last speaker will be used and have other dimensions added to it in following lessons.

LESSON 13

COMMUNICATIONS 2 B 3 hours

VOCABULARY AND PRONUNCIATION

Behavioral Objectives:

1. Increases vocabulary.
    a. Builds a vocabulary list containing terms particularly needed by a Socanic.
    b. Differentiates in meaning and pronunciation of words which are commonly confused.
    c. Uses a dictionary to check meanings and pronunciation of unfamiliar words.

Materials:

1. Flip chart, felt pens.
2. 3" x 5" cards, a set for each student.
3. Dictionaries (enough for class).
4. Tape recorder.

Procedure:

1. Go over lesson sheets with students. Give students time during the lesson to define terms and check pronunciation. Coach should demonstrate the use of the dictionary.

Introduction.

As we noticed in Lesson 5, Para-professional Communication, many of a Socanic's skills are communicative, or are closely related to communication. The basic tools that we use in the communicative process are words.

Words are not the thoughts themselves, but are the vehicles that we use to transport our thoughts to other people. The clearer and more concise our words, the greater our ability to communicate our thoughts.

The vocabulary and the pronunciation of the English language is so large and complicated that no person in a short period of time masters or even adequately copes with it. Now that communication has become the primary tool with which we are working, we need to become skilled in the use of this tool.

When a man begins to develop his skill as a carpenter, he first learns the skills of using rather simple hand tools - the hammer, saw, etc. But before he can become a finish carpenter, he must also learn to use power tools such as a power saw, routers, and planers, etc.

So it is with communication. Each of us now has a basic list of words in which to carry our thoughts to other people. The purpose of this lesson will not be to greatly increase this list, but to assist you in developing methods by which you can, through the rest of your life, add to your vocabulary, sharpen your pronunciation, and increase the effectiveness of your speech by the proper use of words.

Dictionaries

Hand out dictionaries.

In both pronunciation and in vocabulary building, your most useful tool will be a dictionary.

The following is a list of paired words which are often confused with each other, or are used as synonyms. Practise using your dictionary; locate the words and notice their exact meaning.

a.	accept	Receive when offered; to agree to; to acknowledge.	Demonstrate by looking up first two words.
	except	To leave out; to object.	
b.	social	Pertaining to human life; relating to the welfare of human society.	
	socialist	An advocate of public ownership of land and management of industries.	

c.	psychology	The science of the human mind in any of its aspects, operations, powers, or functions.
	psychiatry	The branch of medicine that treats disorders of the mind.
	sociology	The science of human relations, especially between the community and the individual; the branch of science which treats of the origin and development of society.
d.	psychiatrist	A medical doctor specializing in psychiatry.
	psychologist	A specialist in psychology.
e.	communication	The act of exchanging ideas through speech, writing, or signal.
	commutation	The reduction of a severe penalty to a lesser one; routine travel back and forth between one's residence and one's place of business.
f.	interact	To act reciprocally, each on the other.
	correlation	To have reciprocal relation; to bring into systematic relation, as to correlate physical and intellectual training.
g.	role	Assumed character or function.
	roll	A list of names, as a class roll.
h.	bibliography	The listing of books, with their dates, authors, editions, printings, manufacture.
	biography	A history, in writing or print of a person's life.

i.	official	Pertaining to or holding an office of public trust.
	officious	Authoritative; intermeddling with what is not one's concern; not official.

[Allow the majority of the students to complete definitions before checking together then continue to next part of lesson.]

Pronunciation

Now let's use the dictionary to assist us in pronunciation. Find the correct pronunciation of the following words.

regime-	ri.zheem'
regiment-	rej́.i.ment
judicial-	ju.diśh.ul
Arctic-	arc.tic
deputy-	deṕ.u.ty
coming-	com.ing
poor-	poor
going-	go.ing
compulsory-	com.púl.so.ry

Be careful! Watch for "ing" sounds.

Can you add some words to this list that you have difficulty with, or have heard others mispronounce?

Lazy Speaking Habits

Many times after looking up a word and knowing the proper way to pronounce it when it stands alone, it is easy for you to become lazy in your pronunciation when a word is used in a sentence.

If you wish to be clearly understood, you need to clearly speak your words.

Below are examples of common slurred expressions.

a. Wad d'yeh say?

b. How juh workkit?

c. I saw'm.

d. You betchu!

e. "J'eat?" "No, joo?"

f. I yam.

g. G'wan.

h. C'mon.

i. Gimme smoke.

j. Wazzat?

k. Gowafter im!

l. Sommice cream f'rus.

m. Cuppa coffee.

Tape recorder

[Use a tape recorder and have students practice reading through this list, pronouncing words clearly and distinctly. Then listen to the replay to see if pronunciation is precise.]

Much of the lazy speech centers around vowel sounds. The slurring of a vowel sound can often change the intended word to another, causing the listener to add one more step in the communication chain: "He said this, but he meant this."

Let's give our message every chance of being clearly understood by using the vehicle of speech clearly. Notice a few couplets where very little laziness will change one word to another.

soap soup
were wear
pale pile
just gist

You can slur into non-existing form as well.

brother brudder
there dere
she s'ee
which wich
get git
where w'ere

Another common mistake is to leave out a sound or syllable from a word:

vi/o/let	vi/let
his/tory	his/tree
vi/o/lin	vi/lin
di/a/mond	di/mund
per/haps	per/aps

Practice.

The only way to become aware of pronunciation problems is to train your ear to hear the words correctly. To help us train our ears to hear what we say, the group is to become conscious of pronunciation problems common among us, and to assist one another in correcting them. Any time there is doubt concerning the pronunciation or meaning of words a dictionary should be consulted as the authority for the correct usage or pronunciation.

The class should keep a chart on display in the room to which they can add words which they would like to add to their vocabulary. Any student will be free to add words to this list when needed. In addition to this, students should keep a list of their own. One method is to place the word on a card, with the pronunciation and definition of the word on the opposite side. Students can then drill each other on their pack of vocabulary words.

ASSIGNMENT for Lesson 13

Start your own card pack of troublesome words. To begin, make five cards either with words from this lesson, or from words defined in other lessons. Write the words on one side of the card, then give the correct pronunciation and a brief definition on the opposite side.

Coach should reinforce the use of these cards by drilling students on their card sets.

If a student has difficulty with a word in any session, either with pronunciation or meaning, remind him to make a card for it.

LESSON 14

HUMAN RELATIONS 1 C 3 hours

SPEAKING IN A GROUP

Behavioral Objectives:

1. Contributes to a productive group discussion.
    a. As a speaker
        (1) Is concise, relevant.
        (2) Uses a good opening statement.
        (3) Supports his ideas with data.
        (4) Repeats his opening statement to pinpoint his conclusion.
    b. As a listener:
        (1) Is attentive.
        (2) Is interesting.
        (3) Is responsive.
    c. Evaluates the conversation.
        (1) Evaluates contributions of the participants.
        (2) Evaluates the weight of arguments.

Materials:

1. V.T.R.
2. Overhead projector.
3. Projectual: 9.1 "Speech Barriers".

4. Flip chart.
5. Felt pens.

Procedure:

Introduction.

The special situation in which a person finds himself will determine the type of speaking he does.

In the speaking part of this course, we have been placing emphasis on the style and construction of a good speech. We have noticed that a speech is first built around the PURPOSE, secondly around a desire TO COMMUNICATE WITH AND PLEASE THE LISTENER. In this regard we studied the Borden formula:

1. Ho Hum!
2. What brings that up?
3. For Instance!
4. So What?

Projectual: 9.1
"Speech Barriers"

But when you begin to speak in a group, you must change this style of speaking and adapt it to the group setting.

In public speaking, the responsibility of sending the message is solely yours. But in a group situation, you are intermittently the sender, then the receiver. And yet, as your role changes from sender to receiver, the basic thoughts of the message should flow in a continuous line toward your established purpose.

There will be many types of group speaking:

1. Group conversations.
2. Decision groups.
3. Informal meetings.
4. Formal meetings.

Basic Rules of Participation as a Speaker.

1. Have a Purpose.

   As in all forms of communication, group communication proceeds toward a goal, or, as we learned in the speaking lessons, it MUST HAVE A PURPOSE:

   The purpose can vary from entertainment to planning the future of a large corporation. Whether the purpose is formally decided or not, there is going to be dissatisfaction within the group if the members hold differing ideas concerning the purpose. If part of the members of a group believe that they are discussing an issue of importance, while other members are trying to entertain themselves, or be entertaining, the difference of purpose will show itself very quickly--usually in emotional outbursts.

   As a group member, it is your responsibility to see the purpose, and to honour that purpose so the action of the entire group can flow smoothly.

2. Use Speech Sprints.

   Since group decisions are arrived at by the interaction of many minds, a courteous group speaker will develop his verbal contribution in short sprints, rather than a marathon run.

3. The Opening Sentence.

   In order for your ideas to have full impact on the audience, develop a good opening statement. But in making this opening statement, be cautious that it does not detract from the flow of thought of the entire group. It is not to attract attention to yourself, but to say to the audience, "This person has something of importance to add to the topic we are discussing." Make this a key issue statement which gives your audience a sense of direction.

   It should tell the listeners what the speaker wants done, and why he wants it done.

   a. If a person does not thoroughly understand the proposal, his first sentence will be confused.

b. If he does not believe the proposal, his first sentence will be evasive.

c. If the details of the proposal are not concrete in his own mind, his first sentence will be abstract.

d. On the otherhand, a proposal that is opened by a statement that is CLEAR, COMPACT, and CONCRETE, is usually worthwhile.

4. Support Your Key Issue Statement with "For Instances."

As you relate examples that prove your key statement, stick to the purpose of the discussion with strict relevance. Do not give your audience an excuse to disregard much of your speech by using unrelated material.

5. In Closing, Repeat Your Key Issue Statement.

End strongly by repeating what you want, and why you want it. After you have accomplished this, do not muddy the water with unimportant and irrelevant facts or opinions.

Basic Rules of Participation as a Listener.

We have been learning how to speak to please an audience. Now let's stop for a minute and talk about listening so that your speaker likes it!

1. Be Attentive.

Nothing is so important to a speaker as an interested, attentive listener. Listen to get the message.

2. Be An Interesting Listener.

All speakers remember with joy a listener who caught and held their attention while they were speaking. His facial expression registered surprise, agreement, laughter, concern, puzzlement. A good listener will even encourage the speaker to add additional points or examples, when they are needed, and will let him know when he has made his point and can go on to another one--all by facial expressions and signs of attitude.

3. Give The Right Response.

   Laughter, shock, tears, are physical responses to hidden emotion. To completely disregard a speaker's moods, feed back false responses, or unexpected responses can be very discouraging to a speaker.

   Besides the emotional responses, there are positive, negative, and indifferent responses, as well as agreement, and disagreement. Even disagreement is usually not as threatening as indifference.

Participating as an Evaluator.

While you are evaluating the thoughts of other group members, you need to take advantage of the lulls in conversation to rapidly evaluate the progress of the discussion. Many people like to have a paper and a pencil to jot down brief notes. A good set of notes aids you when you are presenting your thoughts. However, be cautious. Do not become a slave to the notes. Don't let note-taking become more important than listening.

Keep a running evaluation of:

- a. The progress of the conversation.
- b. Which members are for the proposition.
- c. Why?
- d. Which members are against it.
- e. Why?
- f. Are the sides attacking the real issues, or an imaginary one? You need to avoid useless arguments where each side is discussing a different proposition.

GROUP DISCUSSION

1. The coach should set up an informal group (all members equal) to discuss a subject of current interest.

Suggested Topics:

V.T.R.

Flip chart

a. The advantages and disadvantages of up-grading as compared to the traditional school system.

b. The value of aides to a social institution--schools, welfare, Indian Affairs, etc.

c. Advantages or disadvantages of industries such as mining or lumbering to an isolated northern community.

2. Have one of the students record on a flip chart:

   a. The purpose for the discussion, as agreed upon by the group.

   b. Note major points given in the discussion. (These can be very short summary statements.)

   c. When the discussion ends, see if these all were pertinent to the discussion of the purpose.

3. Limit the discussion to twenty minutes.

4. Watch the play-back.

Replay V.T.R.

5. Have students evaluate their response to the roles of speaker, listener, and evaluator.

6. Coach should stop tape to show instances of particularly good communication, where discussions wandered, examples of good listening, etc.

APPLICATION OF THE LESSON

You are taking part in a series of group dynamics sessions, in which there are many opportunities to apply the principles you have learned in this lesson. Following these sessions, there will be other group activities, when there will be more opportunities for practicing these skills. As you watch the videotape playbacks and as you participate in group activities, evaluate your ability to communicate with the group.

LESSON 15

COMMUNICATION 3 C 3 hours

FEEDBACK

Behavioral Objectives:

1. Defines feedback.
2. Knows ways feedback is given.
3. Knows how to give feedback so that it assists the person receiving it.
4. Understands how to give feedback so that it carries his message accurately.
5. Accepts feedback as helpful.
6. Evaluates and uses both direct and indirect feedback.
7. Recognizes the scope of feedback.

Materials:

1. V.T.R.
2. Flip chart and felt pen.
3. Overhead projector.
4. Projectual 15.1, "Feedback".

Procedure:

The coach should have one student operate the video camera behind the one way window. Without previous warning, the coach will announce that he is considering some additional assignment, and that he would like for everyone to please stay an hour after school to complete this work. He will not at first ask for their response, but he will watch the response that he gets. This should be done in an informal way, before the lesson really begins, so that the students should feel free to speak out if they wish to.

After the students have responded to this suggestion, the coach will observe that they don't seem to be in favour of extra hours, and that it might be a good idea if he cancelled it.

Then show the replay to the students, having them list on the flip chart as many verbal and non-verbal responses made to both suggestions as possible.

Flip chart.

With this introduction, coach can proceed to go into the lesson on feedback.

Introduction

The term feedback has its origin in radio broadcasting. It is the transfer of energy from the output circuit of a radio or amplifier into the input circuit. When this happens electrically, the amplifier keeps circulating the feedback and adding volume to it until it produces a high shrill squeal.

However, feedback has been adapted to refer to the listening skills, when the listener (receiver of the message) reacts to the message, and transmits a message back to the sender (the first speaker.)

Part of developing the listening skills is refining our ability to give responsible feedback.

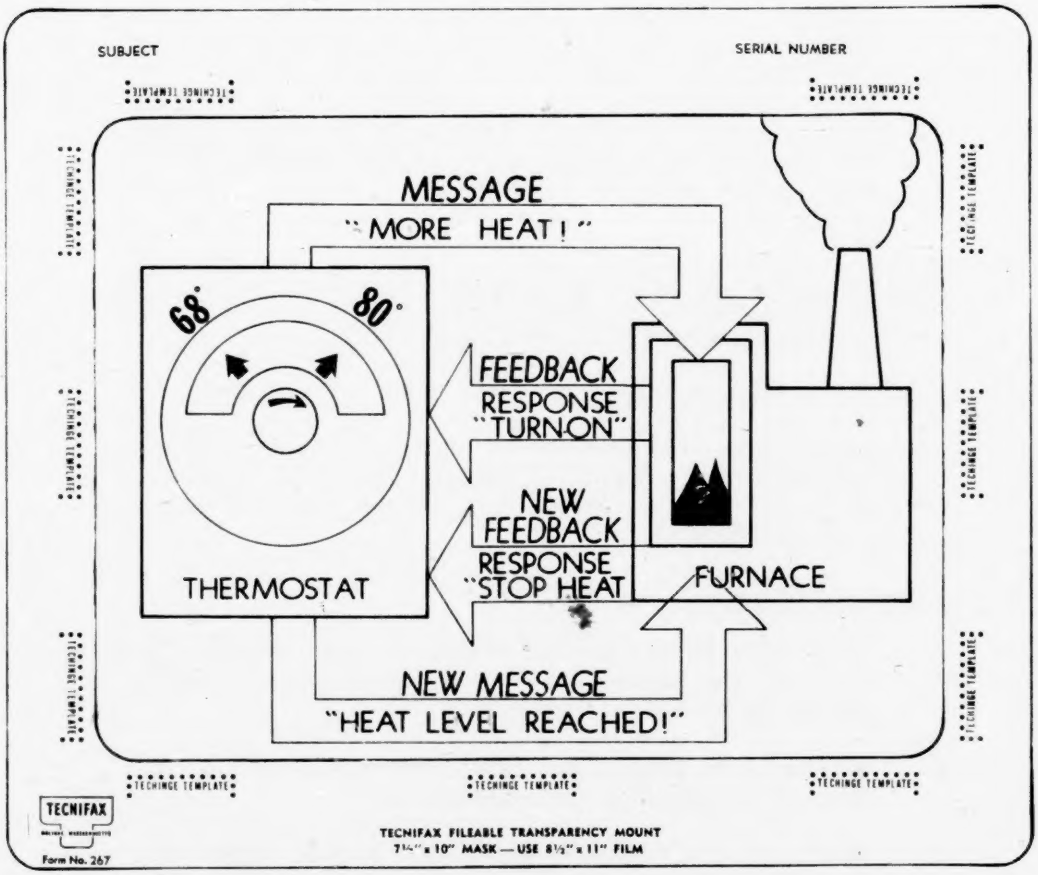
In the projectual showing the relationship between the thermostat and furnace, the thermostat sends the message, "It is too cold in the room." The furnace responds to that message (feedback) and produces heat. Later the thermostat will pass the message on, "The room is warm enough." The furnace will respond by turning off.

Projectual 15.1
"Feedback"

1. Feedback can be Either Direct or Indirect.

    a. Direct feedback. A direct statement in response; a gesture or facial expression; any direct communication.

15.1 FEEDBACK


SUBJECT
SERIAL NUMBER
MESSAGE
"MORE HEAT!"
68°
80°
FEEDBACK
RESPONSE
"TURN-ON"
NEW
FEEDBACK
RESPONSE
"STOP HEAT
THERMOSTAT
FURNACE
NEW MESSAGE
"HEAT LEVEL REACHED!"
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7¼" x 10" MASK — USE 8½" x 11" FILM

b. Indirect Feedback. Response comes at a later time or response could come connected with a totally different message.

Examples: Bill speaks up in a class meeting arranged to discuss a Christmas party, and suggests that a dance be held. This is immediately opposed by Jack, who wants the party to include the children of class members, and a Santa Claus presenting gifts. Although Bill does not show his anger toward Jack in any obvious way, he resents Jack's alternate proposal. He gives indirect feedback by refusing to have anything to do with the Christmas party. Or he could oppose any suggestions brought up by Jack in another meeting, even though normally he would not have been opposed to them.

2. Feedback can be Either Negative or Positive. It can either support the speaker, or oppose him. It can indicate acceptance or rejection of the sender's message.

3. Feedback should be Tempered to the Needs of the Receiver.

You must consider his ability to accept it. There is a happy medium between being so watered down that it has no impact, or being so severe that it shatters the self-esteem of the receiver.

4. Giving Feedback.

   a. A listener should not be afraid to give feedback to a speaker, and should use as many channels of communication as he has at his disposal.

   b. He should be honest and frank with his message, whether it is positive or negative.

   c. He should use feedback to build a strong communication tie between himself and the person speaking to him, rather than using feedback to destroy that relationship.

   d. Feedback should be designed to help the receiver, not to deflate him.

e. If a person is fair and outgoing with his positive feedback, he should be in a position to give negative feedback without destroying his friendship.

f. Feedback should be tempered to the situation. The type of feedback possible in a group problem-solving situation cannot be extended into a casual conversation with mere strangers, and although it is the same skill, feedback, when used in the interviewing situation, or in a Socanic-to-client relationship, will have to be changed to fit the occasion.

g. Feedback to a client during an interview must carry the message that you understand him, not the message that you agree with him on all points. It must make him feel that he is working with a person who understands his problems and is capable of helping him.

5. Receiving Feedback.

a. The receiver of feedback should be conscious of the non-verbal messages coming from his audience or the person with whom he is communicating.

b. As in listening, the receiver should try to interpret the sender's message correctly.

c. If you ask for verbal feedback, you should be wanting an honest opinion, not hoping for a compliment.

d. If you ask for verbal feedback, you should be willing to be influenced by it. Otherwise, it is a waste of your time, and the person helping you.

e. Upon receiving negative feedback (constructive criticism), examine it to see if there is basis in fact.

f. You should assume as far as possible the sincerity of the giver.

6. Feedback in Organizations.

Feedback can take a much broader meaning than the interaction and the flow of ideas between individuals. Organizations also must become aware of feedback. When an institution begins a program, it needs to be aware of the feedback from its clients. Feedback might come as direct statements from the clients to the staff of the institution, or it may come back indirectly through comments made by people who are not associated with the institution. It might be revealed through the reaction of the community to the program and there are various other ways in which information feeds back to the institution or to its staff. It is essential that individuals or organizations working with people be keenly aware of feedback and able to read it.

Ask students to suggest ways an organization can get feedback. List suggestions on a flip chart. Use these suggestions as a spring-board for a discussion.

To reinforce the concept of feedback, have the class share experiences which illustrate feedback from group activities of the first part of the course. A replay of tapes taken during group discussions will reveal various examples of feedback.

LESSON 16

CLERICAL 2 2 hours

USING A DUPLICATOR

Behavioral Objectives:

1. Prepare a stencil.
2. Place stencil on a duplicating machine.
3. Ink duplicator.
4. Produce twenty clear copies.

Materials:

1. Stencils, spirit duplicator master units.
2. Duplicating machine.
3. Typewriters.
4. Correction fluid.
5. Stylus, ballpoint pen.
6. Razor blades.

Procedure:

1. Notice that there are three common types of masters or stencils for duplicating.

Stencil: This is a wax pad which is cut by using a typewriter without a ribbon, or by drawing with a stylus. It is used on Gestetner and certain types of A.B. Dick machines. It is corrected by using correcting fluid which fills the unwanted perforations. After the fluid is dry, type over with the right letters.

Pass around stencils.

Master for Spirit Duplicator: This is a heavy paper backed by a special carbon which is used in an ordinary typewriter. The carbon impression is left on the back of the paper. To correct, one must scratch off any error from the carbon on the back of the sheet, insert a new piece of carbon on that location, and type the correct letters over.

Pass around Masters for Spirit Duplicators.

Razor blades for corrections.

Photostatic Master Copy: Several makes of more expensive machines will produce their own masters by photo-copying most materials.

2. Each of the students will be given opportunity during this class to type and make drawings on a stencil and a master for spirit duplicators, and to correct errors on each.

Typewriters
stylus, pen,
correction fluid

3. Demonstrate how to place the stencil on the duplicator, and reproduce copies. Let the students practice this.

Duplicating machine.

4. Demonstrate inking procedures. Allow students to ink machine as needed.

5. The coach will use the type of machine that is available at the school.

6. As there are so many different types of machines in various offices, if the student understands the basic procedure involved in cutting and correcting stencils or masters, he will soon become familiar with the individual machines in the office where he will be working.

Assignment:

The assignment for this lesson will be included with the assignment for Lesson 17.

LESSON 17

HUMAN RELATIONS 1 D 3 hours

PREPARING AN AGENDA

Behavioral Objectives:

1. Appreciates the necessity for an agenda.
2. Prepares an agenda
    a. Knows how to use an agenda items form.
    b. Given specific topics, time and location, draws up an agenda.
    c. Duplicates the agenda for distribution.
    d. Appreciates the influence of an agenda.

Materials:

1. Discussion topic slips for discovery game.
2. Container: for draw of topic slips.
3. Overhead projector.
4. Projectuals:
    17.1 "Agenda: definition, purpose."
    17.2 "Agenda: construction, steps."
    17.3 "Agenda: influence."
    17.4 "Agenda."
5. V.T.R.
6. Duplicating equipment.
7. Flip chart, felt pens.

Procedure:

Discovery Method:

Students draw slips from a container. Each slip contains the following typed information:

Discussion Topic Slips: Appendix D
Container.

a. a specific topic for discussion of a general nature (no background needed) which the student is able to present to the meeting for discussion.

b. a question on the topic for group discussion requiring a decision from the group as a whole, or a group recommendation.

Each student prepares his own presentation of the topic which he has drawn for group discussion. Outline the purpose of the exercise, and give time limit.

a. See how quickly each person's topic gets group approval.

5 minutes allowed for preparation.

b. See how many topics can be approved in the time limit.

After five minutes, tell the group discussion may begin. Tell them there is a time limit on the discussion, but do not tell them how long.

Videotape discussion.

The purpose of the discussion is to:

a. Create a confusing situation: a number of different topics are under discussion in the meeting, different decisions have to be made, different people wish to talk on their particular subject at the same time. A time factor "forces" the situation to the desired end.

Coach should keep personal record for use on flip chart
(1) topics covered
(2) decisions
(3) problems
(4) time

b. Make the students aware of the confusion in the group discussion (all speakers attempting to get the group's attention, speaking at once, time being wasted, poor decisions made, no decisions at all.)

c. Create a poor discussion situation so that students begin to look for ways to improve it. (For example: appoint or elect a discussion leader; give each student speaking position and time.)

The coach allows the discussion situation to progress for 10 - 15 minutes until the desired atmosphere (confusion) is reached or the students show signs of beginning to realize their problems and to correct them by positive actions, as outlined in (c) above.

The coach stops the discussion by announcing that the "time is up." Review the discussion process which has just taken place, noting:

a. How many individual topics or items up for discussion have actually been dealt with by the group in the time period.

b. The decisions which have been made regarding these items.

c. The problems encountered by the group during the discussion period.

Example:
- confusion
- individual aggressiveness
- lack of time
- no decisions

The coach will record on a flip chart the problems identified by the students as they watch the replay of their discussion. He should stop the replay to permit the class to identify the problem, and to suggest ways to overcome the difficulty. If the class does not suggest the following answers, the coach should.

Flip chart
V.T.R. replay

a. There must be some list or order of priorities set up for a group discussion such as the "formal meeting" situation.

b. There must be some recognized (appointed or elected) individual from the group responsible for controlling the discussion.

    (1) Keep members on the topic under discussion.

    (2) Keep the discussion moving down through the list of discussion items one by one.

(3) Keep out any personal comments or distrubances by group members.

Purpose of an Agenda

Concept: The agenda is a method used in formal meetings, social or business, to SAVE TIME and improve the efficiency of discussion activities.

Projectual 17.1 "Agenda: definition".

What is an agenda?

The agenda is a list of things to be done or items to be considered at a formal meeting of staff members in an organization.

What is the purpose of an agenda?

The agenda is used to direct the discussion of a meeting through a specific order of topics so that more is done with less talking; so that less time is wasted during a meeting of an organization.

What does an agenda look like?

The agenda is a written (usually typed) list of a number of items or topics up for discussion one by one, at a meeting. This list is usually duplicated and copies handed out to members of an organization at the beginning of a meeting.

Who originates the agenda?

The agenda is usually organized and prepared by the chairman or someone who is given the specific job of preparing agendas (agenda committee).

Why study agendas?

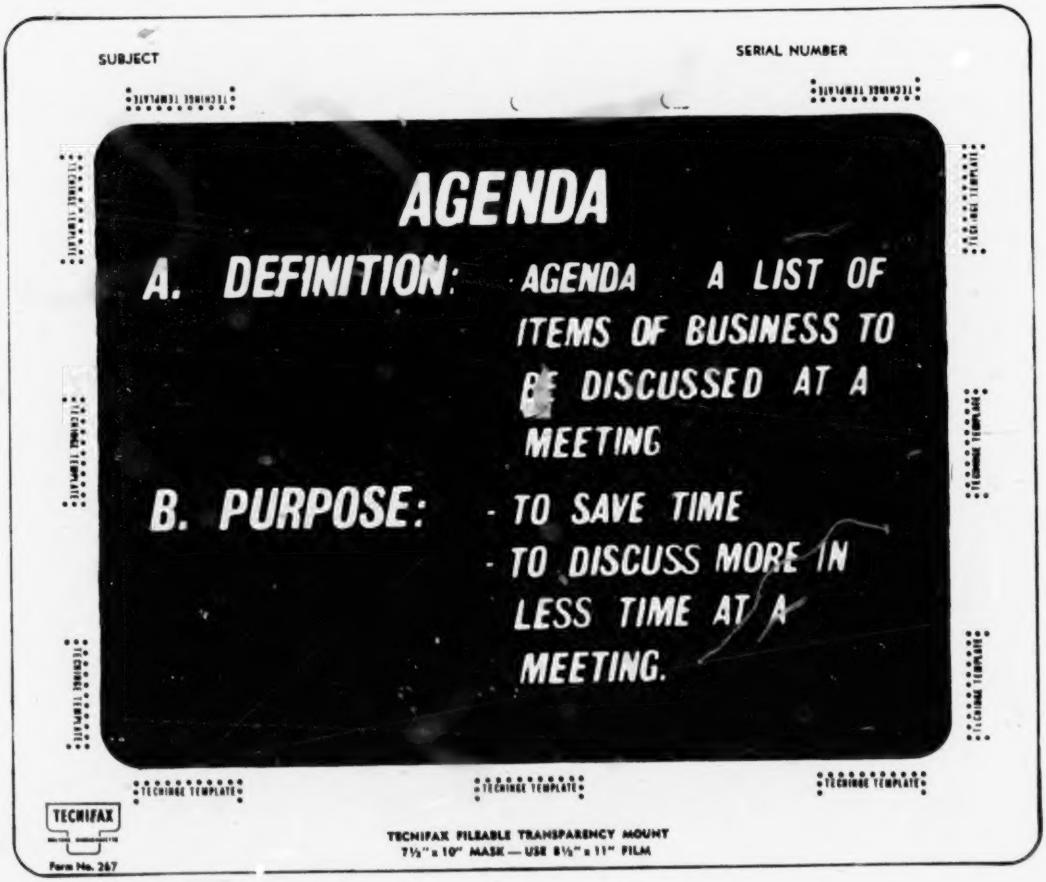
An understanding of the construction and purpose of the agenda is important for anyone interested in working in an organization, as he will come in contact with the agenda process of conducting discussion during organizational meetings.

Construction of an Agenda

Projectual 17.2 "Agenda Constructic

The construction or preparation of the agenda is an important

17.1 AGENDA: DEFINITION, PURPOSE



SUBJECT

SERIAL NUMBER

AGENDA

A. DEFINITION: AGENDA A LIST OF ITEMS OF BUSINESS TO BE DISCUSSED AT A MEETING

B. PURPOSE:
- TO SAVE TIME
- TO DISCUSS MORE IN LESS TIME AT A MEETING.

TECNIFAX

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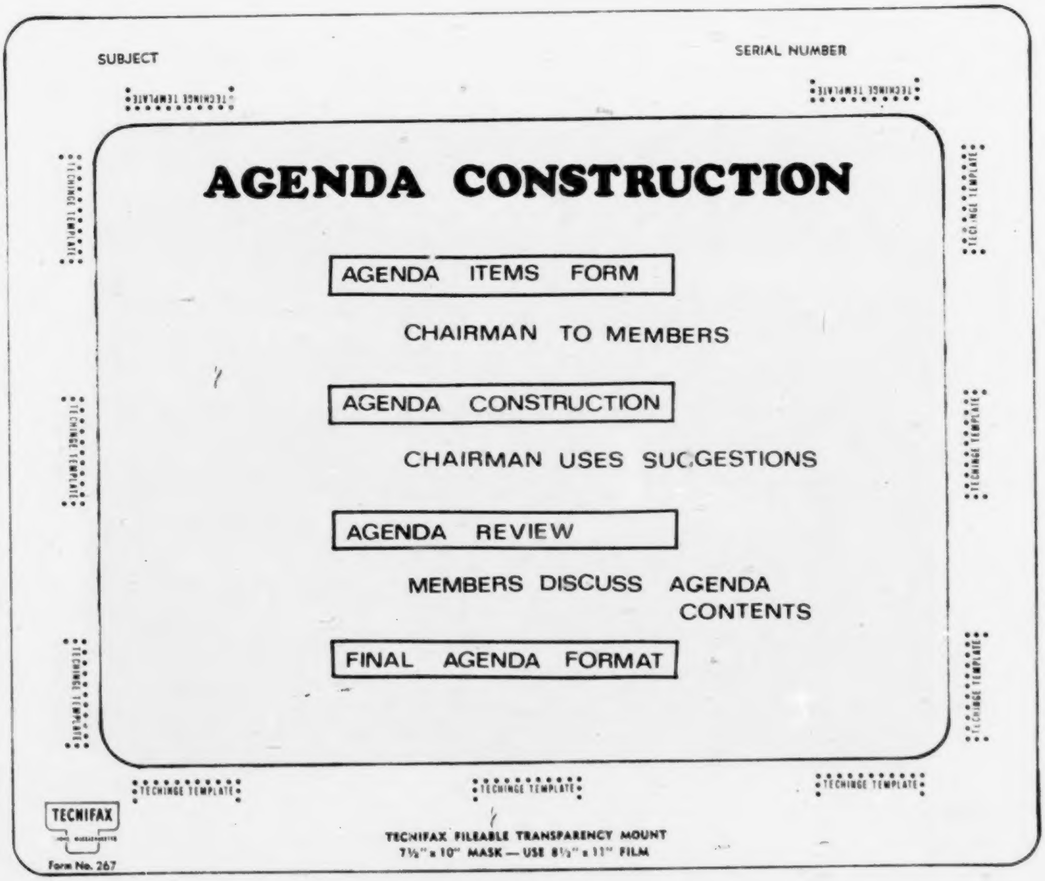
17.2 AGENDA: CONSTRUCTION, STEPS



SUBJECT

SERIAL NUMBER

AGENDA CONSTRUCTION

AGENDA ITEMS FORM

CHAIRMAN TO MEMBERS

AGENDA CONSTRUCTION

CHAIRMAN USES SUGGESTIONS

AGENDA REVIEW

MEMBERS DISCUSS AGENDA CONTENTS

FINAL AGENDA FORMAT

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Form No. 267

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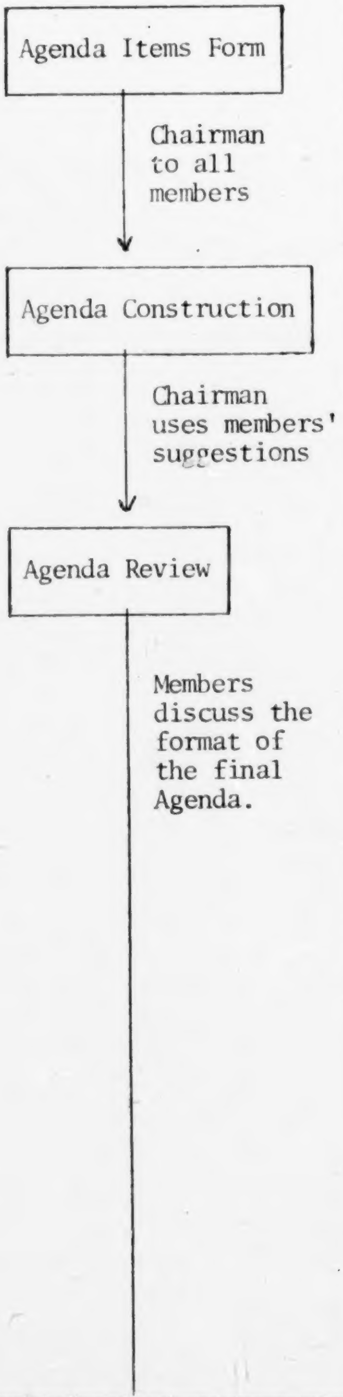
first step for efficient, productive discussion at meetings.

The specific steps involved in the construction of the agenda are as follows:


Agenda Items Form
Chairman to all members
Agenda Construction
Chairman uses members' suggestions
Agenda Review
Members discuss the format of the final Agenda.

1) The chairman asks all members of the staff to submit suggestions for items which they wish to see discussed during the meeting. He does this by giving each staff member an "Agenda Items Form" to fill in and return to him.

See Appendix A 'Agenda Items Form"

2) The staff members return the completed Agenda Items Form, if they have any suggested topics for discussion in mind.

3) After the chairman draws up the tentative agenda, the staff members of the organization meet to review the proposed agenda.

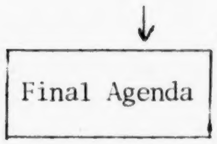
The staff members as a group make up a final agenda considering the following points:

a. which items should be included in any one meeting for discussion.

b. the order in which the items will be discussed.

c. how much time should be spent, roughly, in discussion of each item of business.

See Appendix B for Model Agendas



4) The final agenda becomes the working model for the discussion procedure during the meeting, as approved by the staff members of the organization.

Agenda Objectives

Ask the students: "How can the structure of the agenda be used to influence the activities of the organizational meeting?"

Projectual 17.3
"Agenda:
Influence"

During the discussion following, point out the following agenda influences:

a. Items considered to be undesirable by the chairman may be excluded.

b. Items favored by staff members can be included to stimulate desired discussion and bring policy matters forward for group discussion.

Parts of an Agenda:

1. Call to order.

   This is the time set aside when the meeting is to begin.

2. Reading of the minutes.

3. Old business, or business arising from the minutes.

4. Reports from officers

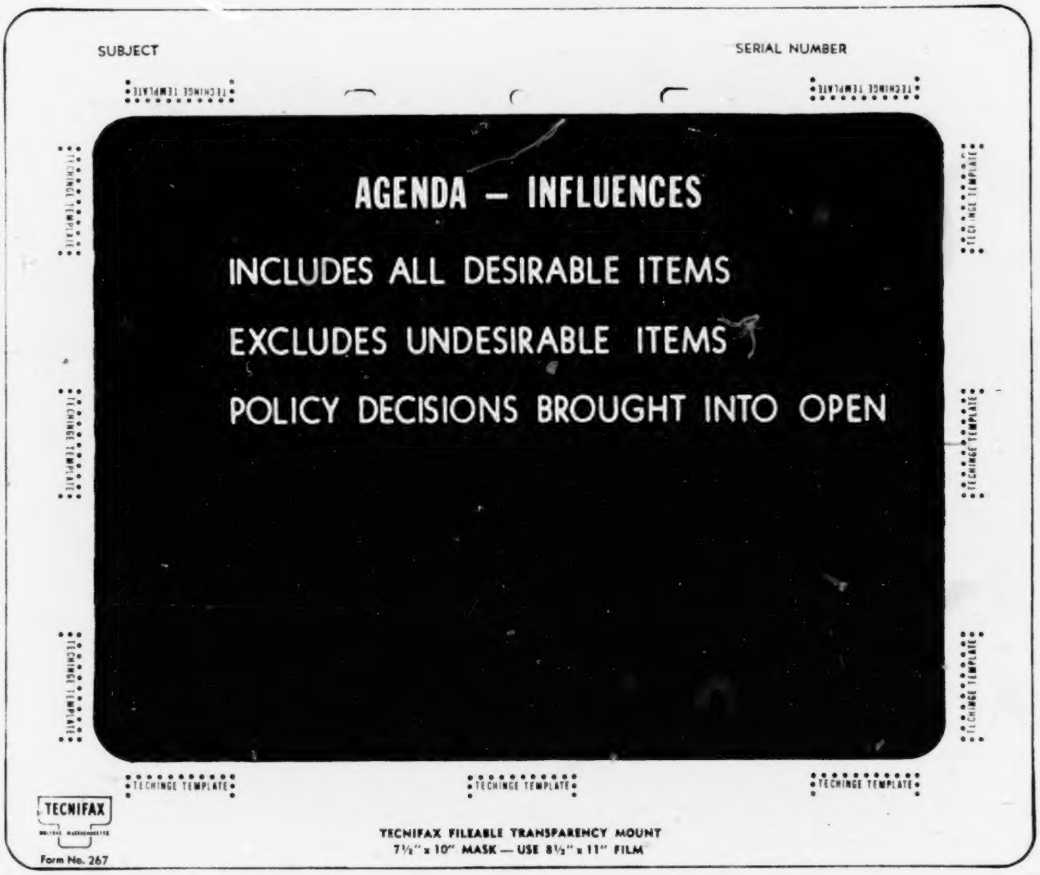
   a. Chairman's report.

   b. Treasurer's report.

   c. Secretary reads correspondence.

5. New Business.

17.3 AGENDA: INFLUENCES



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AGENDA – INFLUENCES

INCLUDES ALL DESIRABLE ITEMS

EXCLUDES UNDESIRABLE ITEMS

POLICY DECISIONS BROUGHT INTO OPEN

6. Committee Reports

7. Inquiries.

   This is the time provided for members to ask concerning any legitimate business of the organization which was not included on the agenda by the chairman or the agenda committee.

8. Special interest.

   If the executive of the organization have made arrangements for a special program or guest lecturer, its presentation is usually immediately before the adjournment, but can sometimes be included before the business begins, following the call to order.

Practice Agenda Preparation.

Handout
Appendix B, C

Give the students the following information from which they are to draw up an agenda. A meeting of teachers will be held Monday at 3:30 in the lecture room of the school. The following information was handed to the principal on agenda items forms.

a. The chairman of the academic awards committee wants 20 minutes for the discussion and approval of certain awards to be presented.

b. The principal requests 15 minutes to explain school discipline.

c. The chairman of the program committee has arranged that the local Junior Chamber of Commerce will make a 15 minute presentation to the meeting.

d. The chairman of the recreation committee wants 15 minutes to explain the school's dance regulations.

e. The routine business (reading of minutes, etc.) is estimated by the secretary to take 10 minutes.

f. The vice-principal asks for 10 minutes to talk about the problems of students' lateness.

Allow students 10 - 15 minutes to prepare an agenda. Show Projectual 17.4 "Agenda Dictation" so each student may correct his own work. Discuss any questions arising from the preparation of this agenda.

Projectual 17.4 "Agenda."

ASSIGNMENT for Lesson 20

1. Using the agenda items form, identify the items to be placed on the agenda for a meeting to discuss an evening of entertainment for the Socanics class and their spouses or dates.

2. From this information, draw up an agenda for the meeting.

Call of Meeting for Socanics Class

on ______________________ at ______________________
(date, time) (place)

3. Type your agenda, and duplicate copies.

4. The agenda will be evaluated for Lesson 16, Use of a Duplicator, and Lesson 17, Preparing an Agenda.

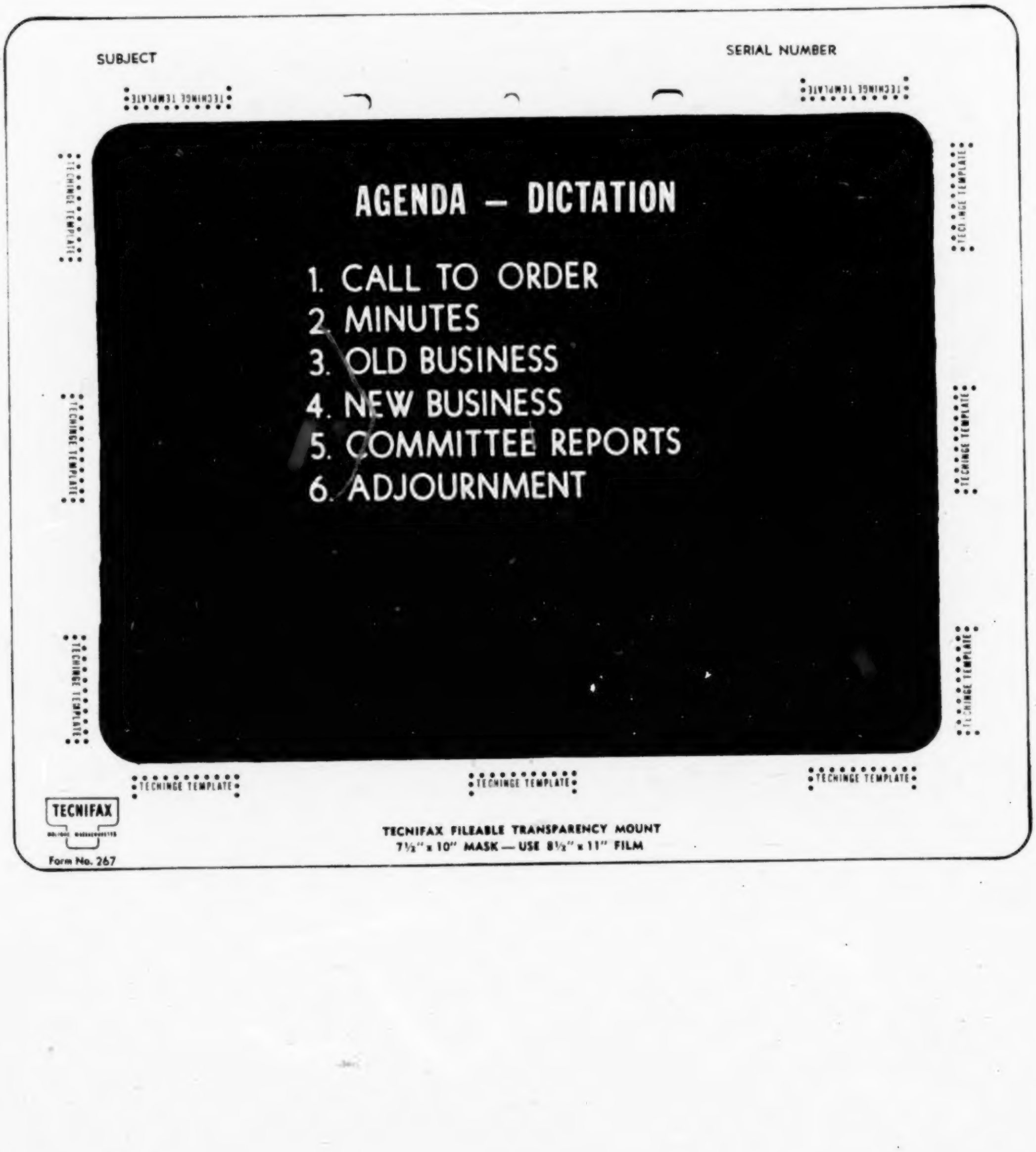
Note to Coach:

Give the class five minutes to fill out the agenda items form. Tell them the date, time, and place of the meeting. The class as a whole will serve as an agenda construction committee, to consider the items they wish to have placed on the agenda. The coach should remember that they are not to try to decide these items, only to identify them as agenda items.

Hand out agenda items forms, Appendix A.

Using this information, students should work independently to complete the rest of the assignment (as given on the assignment sheet.)

17.4 AGENDA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AGENDA – DICTATION

1. CALL TO ORDER
2. MINUTES
3. OLD BUSINESS
4. NEW BUSINESS
5. COMMITTEE REPORTS
6. ADJOURNMENT

APPENDIX A

AGENDA ITEMS FORM

NOTICE: To all staff members

Please submit any suggested topics for inclusion in the agenda for the next staff meeting on the following form by ______________ to the office.

____
Chairman

Next Staff Meeting: ____
hour day month

____
place

1. Old Business: ______________ ______________ ______________
2. New Business: ______________ ______________ ______________
3. Committee Reports: ______________ ______________ ______________
4. Special Interests: ______________ ______________ ______________
5. Other: ______________ ______________ ______________

Signed: ____________________________
Dept.. ____________________________
Date: ____________________________

APPENDIX B

MODEL AGENDA I

HIGH SCHOOL STAFF MEETING AGENDA

Date: Monday, October 12th

Place: Lecture Theatre #2

		*TIME
1.	Call to Order (Chairman)	3:45 p.m.
2.	Reading of Minutes (Secretary)	3:50 p.m.
3.	Old Business	4:00 p.m.
4.	New Business	
	a. "School Dance Regulations" Principal	4:15 p.m.
	b. "Changes in Discipline Regulation" Vice-Principal	4:30 p.m.
5.	Committee Reports	
	a. Report on "Extra Curricular Activities"	4:45 p.m.
	b. Report on "Teachers' Institute"	5:15 p.m.
6.	Special Interest - none	
7.	Other - none	
8.	Adjournment	5:30 p.m.

* TIME indicates points at which each topic begins.

MODEL AGENDA - II

CONFERENCE MEETING AGENDA

"Socanic Conference"

December 16, 17, 18, 1969
Sheraton Marlboro
Prince Albert, Saskatchewan

Tuesday, December 16

10:00 - 11:00 a.m.	Registration in the Mezzanine Foyer
11:00 - 12:45 a.m.	Lunch
12:45 - 1:00 p.m.	Introductions
1:00 - 1:30 p.m.	Welcome Mr. Charles Williams, Saskatchewan NewStart Mr. Reginald Conley, Representative Prairie Division, Department of Manpower
1:30 - 1:45 p.m.	Purpose of Conference Mr. James Walker Prairie, Co-ordinator New Careers Program
1:45 - 3:15 p.m.	Department of Manpower Guidelines and Expectations Representatives from National Regional Department of Manpower Offices

APPENDIX C

A meeting of teachers will be held at 3:30 Monday in the Lecture room of the school. The following information was handed to the principal on the agenda items forms.

a. The chairman of the academic awards committee wants 20 minutes for the discussion and approval of certain awards to be presented.

b. The principal requests 15 minutes to explain school discipline.

c. The chairman of the program committee has arranged that the local Junior Chamber of Commerce will make a 15 minute presentation to the meeting.

d. The chairman of the recreation committee wants 15 minutes to explain the school's dance regulations.

e. The routine business (reading of minutes, etc.) is estimated by the secretary to take 10 minutes.

f. The vice-principal asks for 10 minutes to talk about the problem of students' lateness.

APPENDIX D

Discussion Topic Slips: These are examples of topics that could be used. These can be cut out and put in a hat or new ones suitable to the particular instructor could be made.

YOUR TOPIC IS: COUNCIL MEETINGS IN CLASS TIME.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE STUDENT COUNCIL MEETINGS SHOULD BE HELD IN CLASS TIME DURING THE DAY.

YOUR TOPIC IS: RAISE THE DRINKING AGE.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE DRINKING AGE SHOULD BE RAISED TO 25 YEARS OF AGE.

YOUR TOPIC IS: A STUDENT AND STAFF PARTY.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT A PARTY SHOULD BE HELD FOR THE STUDENTS AND STAFF.

YOUR TOPIC IS: WORK OR NO WELFARE.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT PEOPLE ON WELFARE MUST ACCEPT ANY AVAILABLE WORK OR HAVE THEIR ASSISTANCE CUT OFF.

YOUR TOPIC IS: OPEN NIGHTS CANCELLED.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE OPEN NIGHTS SHOULD BE CANCELLED AS THEY ARE POORLY ATTENDED BY THE STUDENTS.

YOUR TOPIC IS: INCREASE THE TRAINING ALLOWANCES.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE O.T.A. MANPOWER ALLOWANCES FOR TRAINING MUST BE INCREASED.

YOUR TOPIC IS: LOWER THE DRINKING AGE.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE DRINKING AGE SHOULD BE LOWERED TO 17 YEARS OF AGE.

YOUR TOPIC IS: GUARANTEED ANNUAL INCOME.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT EVERYONE SHOULD GET A GUARANTEED ANNUAL INCOME FROM THE GOVERNMENT.

YOUR TOPIC IS: HIGHER PENALTIES FOR MARIJUANA USE.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE PRISON TERM FOR POSSESSION OF MARIJUANA BE RAISED TO 10 YEARS MINIMUM.

YOUR TOPIC IS: DECREASE THE TRAINING ALLOWANCES.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE O.T.A. MANPOWER ALLOWANCES FOR TRAINING ARE TOO HIGH AND SHOULD BE DECREASED.

YOUR TOPIC IS: LEGALIZE THE USE OF MARIJUANA.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE USE OF MARIJUANA MUST BE MADE LEGAL.

YOUR TOPIC IS: A STUDENT PARTY.

YOU MUST GET THE GROUP TO AGREE TO ORGANIZE A PARTY FOR THE STUDENTS ONLY.

YOUR TOPIC IS: OPEN BEER PARLOURS ON SUNDAY.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT BEER PARLOURS SHOULD BE OPEN ON SUNDAY TO THE PUBLIC.

YOUR TOPIC IS: OPEN NIGHTS AT RECREATION CENTER TO 11:30 P.M.

YOU MUST GET THE GROUP TO AGREE TO THE IDEA THAT THE OPEN NIGHTS AT THE RECREATION CENTER MUST BE LENGTHENED TO STAY OPEN TO 11:30 P.M.

LESSON 18

COMMUNICATION 1 E   4 hours

MAKING YOUR MEANING CLEAR

Behavioral Objectives:

1. Recognizes the responsibility of a speaker to make his meaning understood.
    a. Defines vague terms.
    b. Uses specific illustrations.
    c. Restates concepts in other words.
    d. Speaks on the level and interest of his audience.

Materials:

V.T.R. equipment.

Procedure:

1. Review Lesson 11, "Good News or Propaganda".
2. Go over the assignment with the students. Have the students deliver their speeches, supporting or opposing a cause.
3. Record on the videotape.
4. Evaluation will be made on the basis of the previous speaking assignments. Evaluate the assignment by allowing the speaker to comment first on the replay of the videotape, followed by discussion and evaluation by fellow students. The coach should summarize and record his evaluation as well as the students'.

Hand out lesson sheets.

Read together and discuss.

Introduction.

Now that we have looked at many of the mechanics of making a speech, in this lesson we would like to examine the responsibilities of the speaker to convey his thoughts to his audience in a clear, understandable manner. Many times a speaker is so vague with his message that at the completion of his speech, the audience is not sure of his position. Vagueness does not just happen. It is a weakness within a speaker's presentation.

Reasons for Vagueness:

1. The speaker does not know what he is trying to say, and is covering his lack of knowledge by vague statements.
2. The speaker may not fully understand his subject. He may be speaking on a subject beyond his scope of education and experience, and the vagueness is a result of the subject being incomplete in his own mind.
3. The speaker might not know exactly what message he wants to leave with his audience. Although he could have adequate knowledge of the subject, he has allowed himself to fall in the trap of speaking before he has defined his purpose.
4. He could be speaking on a subject that is outside of the experience and the knowledge of his listeners, and while he delivers a perfectly clear, well ordered speech, the message is not clear because of the lack of communication on the part of the listeners. We usually say that when a speaker does this he has "shot over their heads."
5. The speaker tries to impress his audience with learning, wit, wisdom, cleverness, and large words, rather than clearness of thought.
6. The speaker uses abstract terms, whose meanings are so broad that they could carry a number of meanings.

   For instance, he might talk about the weaknesses of mankind, when he really means the weakness of Joe Smith. Or he might talk about the cultural problem of Canadian Indians, when he could never hope to exhaust a small cultural aspect of the prairie Cree.

7. The speaker begs the point. While discussing discrimination in Canada, he confines his illustrations to the very safe and far removed question of racial discrimination against the blacks in South Africa and southern United States.

8. The speaker fails to end his speech with a strong closing statement. Although he delivers a very well organized rousing speech, he then gives his audience no directions and no suggested solutions, but leaves him with a vague concept, with nothing concrete to act upon.

Aids to Making Your Message Clear.

1. Establish a definite purpose, and support this purpose with facts and illustrations which will appeal to the listeners.

2. See your purpose from the audience's viewpoint. Absolutely nothing looks exactly the same from two viewpoints. If you are speaking on a controversial subject, know how those supporting the other side of the discussion see and refute the points you are using to support your argument. If you are discussing a cultural matter, be aware of the cultural norms governing the same procedure in the culture of the people to whom you are speaking.

   (Norms are the normal and accepted ways of doing things within a culture or society.)

3. Be aware of the education level and the interest of your audience. Make your language, your examples, and your choice of subject fit the audience's background and interest.

4. Define any term which might be vague or confusing to your audience.

5. Illustrate and specify exactly what you mean. If you are talking about class or racial discrimination, define the problem by speaking about being barred from certain restaurants, the lack of equality in specific situations, or the lack of freedom of choice.

6. Restate your key ideas in other words. As a Socanic, you might be working as a court worker, explaining a very basic concept of Canadian justice. "A man is innocent until he is proven guilty." You could restate this in clearer terms. "Any person charged with a crime is to be considered innocent before the court (the magistrate, the judge, or the jury), until there is enough evidence to prove his guilt." Or you could again rephrase this to say, "If there is not enough evidence to prove guilt, a person suspected of a crime is to be considered innocent. But we must be careful not to apply this principle beyond its scope, as it only applies to the court, which is to remain open minded and non prejudiced. At the same time the prosecutor and the police department who made the arrest might be working on the opposite principle, that a man is guilty until the court finds him innocent."

ASSIGNMENT.

Hand out assignment sheets.

1. Choose a subject of your choice in which you explain some misunderstanding that may arise when people of different cultures or races begin to associate together in a single community.

   Examples:

   Why Indians should (should not) be allowed to sit on school boards, hospital boards, recreational boards, when they do not pay taxes.

   Advantages and disadvantages of reserve schools.

   Why mixed marriages should succeed (or fail).

   Why an able bodied family head on welfare should (should not) be expected to provide voluntary services for his community (for example, help to maintain parks.)

2. Prepare a speech, from 5 to 7 minutes in length.

3. Ask yourself, will my listeners clearly understand what I am trying to say?

EVALUATION for Lesson 11, Good News or Propaganda.

1. Did the speaker establish his purpose?

0 1 2 3 4 5

2. Was the mechanics of the speech well organized?

0 1 2 3 4 5

3. Was the speech directed toward the audience?

0 1 2 3 4 5

4. Was the speaker's voice controlled?

0 1 2 3 4 5

5. Was the speaker's voice loud enough to be heard, but soft enough to be pleasing?

0 1 2 3 4 5

6. Did the speaker state his own point of view or prejudice?

0 1 2 3 4 5

7. Did the speaker deal fairly with his subject, despite his own point of view?

0 1 2 3 4 5

Comments:

LESSON 19

COMMUNICATION 2 C 3 hours

USE OF THE LIBRARY

Behavioral Objectives:

1. Applies library and literary research procedures.
2. Locates material in a library needed for written or spoken reports.
    a. Uses card catalogue for locating material and books.
    b. Utilizes periodical guides for finding material in current periodicals.
    c. Utilizes various parts of a book for finding specific information.
3. Uses specialized volumes, such as dictionaries and encyclopedias, for locating material.
    a. Records pertinent information on note cards.

Materials:

1. Filmstrip projector and screen.
2. Filmstrip:
    a. 02927 "Using the Library". Film 1 of #7602 N. 50 Encyclopedia Britannica Publication. "Digging For Facts".
3. Books to use in demonstrations.

Procedure:

Filmstrips:
"Using the
Library."

Introduction.

The coach will introduce the use of library and library procedures, using the filmstrips.

"Digging for Facts.

LIBRARY INSTRUCTION

1. Why Library Lessons

   a. To help you learn to use our school library, as well as a general knowledge on how to use all libraries.

   b. To make you feel more at ease in a library and help you find information.

   c. A library supplies us with much information that no one could possibly remember.

2. Library Regulations

   Every library, no matter how big or small it is, has some rules that its borrowers must follow. Library regulations are made so that the library can offer the same advantages to all those who come there for material. Certain rules can be applied to all libraries:

   a. Maintain quiet so that others may work undisturbed.

   b. Help keep the room, books, and all material clean and neat.

   c. Return all materials used to their proper places or to a collection table; a book not in its place is a lost book.

   d. Have all materials you take from the library charged to your name.

   e. Return book promptly; others may have a need for the same book. Fines are charged for overdue books.

Find out specific regulations as soon as you enter a new library. It saves you from embarrassment.

3. Care of Books

The better a book is looked after, the longer it will last.

a. Opening a new book.

Never open a new book in the middle with a loud crack. It shortens the life of your book as it breaks the book spines.

(1) Place the book binding side down, on a flat surface.

Demonstrate with book.

(2) Take hold of the leaves in one hand and with the other, very carefully press down the front and back covers.

(3) By running the fingers carefully along the inner edge near the binding, press down a few leaves at the front and then a few at the back. Repeat this process until you reach the centre of the book. If the book has been properly opened in this way, it will be almost flat when opened to any page.

b. Book care:

(1) Special jackets give a book extra protection.

(2) Protect properly out of doors.

(3) Don't crowd books on shelves. Crowding tends to rip off backs and bindings.

(4) Keep books out of reach of children.

(5) Protect from food.

(6) Rest arms on table, not on book.

(7) Never remove pages from a library book and do not tear or cut pages.

(8) Turn pages without moistening fingers.

Demonstrate how to turn pages.

c. Marking the place.

(1) Use something clean and thin.

(2) Never bend a corner down.

d. Writing in books.

(1) Only in your own.

PARTS OF A BOOK

Knowing the parts of a book will help you use it more efficiently and you will be able to get more information out of it.

1. Title page

Look at your book to demonstrate parts.

Every book has a title page. It is the first page of the volume.

a. Information it holds:

(1) Title of the book

(2) The author

(3) The publisher

(4) The place of publication

(5) Some books have a sub-title printed just below the title. It is added to give a better idea of the scope of the book.

2. Copyright

    a. Located on the reverse side of the title page.

    b. This date means when the book was copyrighted, or when the book was completed.

    c. It tells you the age of the material.

    d. A copyright is issued by the government and protects the author against infringement upon his rights of authorship and the right to republish for 28 years. Some books are revised or changed at short intervals and this causes new copyrights to be issued.

    e. Shows each new year it was copyrighted in which copyright was official.

    f. The number of the edition is printed on the title page. (If first edition, there is no edition given.)

3. Dedication

    a. Precedes the preface, if included in the book.

    b. It is just the author's way of showing gratitude to, or affection for someone or something. Some are short.

       Example: To My Mother. Some give the reason for dedication.

       Example: To My Many Pupils, who have taught me much.

4. Preface

    a. Other terms for Preface are Foreword or Introduction, depending on the author. In some books you may find a preface and an introduction.

    b. The preface is usually about the book itself. A preface usually tells for whom the book is intended, what the aims of the book are and how to use it. The introduction is more general and deals with the subject.

d. In sets of books or two or more volumes belonging together, the index is usually found in the last volume, although each volume may have its own index as well.

e. Books of poetry often have three indexes: authors, titles, and first lines of poems.

9. Appendix

   a. Near the back of the book.

   b. An additional section which contains material that is not really part of the book but closely related reference material.

10. Glossary and Vocabulary

   a. A small dictionary of terms used in the book which the reader is not likely to know.

   b. It usually contains

      (1) Old English forms

      (2) Foreign terms

      (3) Scientific terms.

CLASSIFICATION OF BOOKS.

There are several classification systems used by libraries, but the most common are the Dewey Decimal System and the Library of Congress system. Most public and school libraries use the Dewey Decimal System.

Dewey Decimal is a system listing all materials by subject and giving each of these subjects a number between 000 and 999. This classification is divided into ten general areas of knowledge:

000 - 099	General Works
100 - 199	Philosophy
200 - 299	Religion

300 - 399	Social Science
400 - 499	Languages
500 - 599	Pure Sciences
600 - 699	Applied Science
700 - 799	Arts and Recreation
800 - 899	Literature
900 - 999	History

Each of these is again sub-divided into ten parts. For example, Social Science is divided into:

310	Statistics
320	Political Science
330	Economics
340	Law
350	Public Administration
360	Social Welfare
370	Education
380	Commerce
390	Customs

Each subject continues to be sub-divided until it covers the complete range of man's knowledge.

Example:

100	Philosophy
150	Psychology
151	Psychological testing
151.2	Testing for abilities
151.22	Aptitude tests

The next decimal would specify which Aptitude Test.

Since there are so many books written on any one subject, the subject is first identified by the Dewey Decimal number, followed by alphabetical classification of authors.

Fiction. Since most public libraries are made up mainly of fiction, and fiction is only a sub-division of English literature, these libraries often classify fiction using the first three or four letters of the author's last name followed by a number distinguishing between the books published by this author.

MAGAZINES AND PERIODICALS.

1. Value of Magazines.
    a. Shorter than books.
    b. More up to date than books.
    c. Better organized and written than newspapers.
    d. Contains material not usually found in books. Therefore, a valuable reference source.
2. Periodical Indexes.
    a. Most common index used is the Reader's Guide to Periodical Literature. Entries are made by author, subject and in case of stories, by title.
    b. Certain fields such as education have their own index.

DICTIONARIES

1. Dictionaries are listed in alphabetical order.
    a. Abridged - fraction of the number of entries contained in the larger ones.
    b. Unabridged - entries more detailed.

2. Some explanations:

   a. Collog. - colloguial or quite proper in ordinary conversation but not dignified in writing.

   b. Dial. - Dialectal; an expression used only in certain parts of a country or by uneducated people.

   c. Obs. - obsolete; once in good use, but now out of use.

   d. Slang - not accepted as good English.

3. Foreign Words

   Some dictionaries have special sections for these and sometimes they are mixed in with English words.

4. New Words

   Special section to keep the latest words up to date.

CARD FILES.

In most libraries, there is a card file available to anyone looking for information. The card file will usually have cards indexed by the author's name, the title of the book, and the subject.

See examples next page.

The following information is usually found on the cards:

   a. In the upper right hand corner, the classification call number.

   b. The title of the book.

   c. The name of the author.

   d. The edition of the book.

   e. The name and place of the publishing company.

   f. The copyright date.

   g. Number of pages in the book.

The author's card will be filed alphabetically under the author's name, and will give a brief description of the author's position or qualifications.

The subject card is filed alphabetically under the subject content, and will give a general classification of the subject material.

When entering a library to find material, if you know the title of the book, look it up alphabetically under the name of the book. If you are unsure of the name of the book, but know the author, by looking up the author card, you can find the title of all the books by that author that are in the library. If you know neither of these, but know the general subject of the book, you can often find the book you want under the subject card.

There are two pieces of information on most cards which are seldom used, but are valuable.

Date. The date of publication tells you how old the material is.

Number of pages. If you have limited time, check out books which are shorter as the material is likely to be more condensed. If you want more detail, this will usually be found in the longer volumes.

Examples:

Title Card

371.42
Wil 346

How To Counsel Students: A Manual of Techniques
for Clinical Counsellors.

Williamson, E.G. 1st ed., 6th imp. McGraw Hill
Book Co., Inc. New York. 1939. pp. 562.

Author's card

371.42
Wil 346

Williamson, E.G. Dean of students, University of
Minnesota, Minneapolis, Minn.

How To Counsel Students: A Manual of Techniques
for Clinical Counsellors. 1st ed., 6th imp.
McGraw Hill Book Co., Inc. New York, 1939.
pp. 562.

Subject card

371.42
Wil 346

Counselling techniques.

How to Counsel Students: A Manual of Techniques
for Clinical Counsellors. Williamson, E.G.
1st ed., 6th imp. McGraw Hill Book Co., Inc.
New York. 1939. pp. 565.

TAKING NOTES ON YOUR READING.

An important part of using a library is recording the material from each of your trips to the library so that you can keep the material and use it over and over again.

One of the methods that lends itself well to preserving materials as well as simple expansion is using the card system. Some use 3" x 5" cards, and others use 5" x 8" cards.

Bibliographical side

On the bibliographical side of the card ("bibliographical" the history of the book, with its date, author, editions, printings, manufacture, etc.) you first place all the information found on a title card in the library card file. This is the name of the book, the author's name, the edition, the publisher, the place of publication, the year of copyright, and the number of pages in the book. Below this on the card, note the name of the library where the book is located.

Example

371.42
Wil 346

How to Counsel Students: A Manual of Techniques for
Clinical Counsellors.

Williamson, E.G. 1st ed., 6th imp. McGraw Hill
Book Co., Inc. New York. 1939. pp. 562.

Library:
Teachers' Extension Library, Saskatoon
Normal School, Saskatoon, Sask.

Information side

In the upper left hand corner, on the side where you have recorded the quotation, note the subject of the material. Then file your cards in alphabetical order according to the subject headings.

If you choose to place a direct quotation on your card, set it in quotation marks, so you will later know that it is a direct quotation.

In direct quotations you do not need to keep all of the information in the book, but you need to indicate to your reader where you omitted material by placing three dots in your sentence.

If it is a long quotation, note on the cards the type of information to be found, and then, with the information on the other side of the card, you will be able to go and find the information in the library at any time. This is also a good way to record the material if you own the book.

Example

> Intelligence Tests:
>
> "The intelligence test . . . does not, unfortunately, measure the intelligence directly, but something else. . . . Included are such elements as achievement in the English language, information in specific fields, . . .
>
> It is a direct measure of certain types of achievements and habits, and measures intellect only when individuals measured have had equal opportunities in these specific types of knowledge."
>
> Page 301

Periodicals

To save material from magazines, the information side of the card is prepared the same as from a book, showing whether it is a direct or indirect quotation and the page number.

The bibliography side will have the name of the article (in quotes,) the name of the periodical, the volume, number, and date.

"You've Got to Get Them Involved." by
Susanna McBee. McCall's. Vol. 98, No. 8.
May, 1971.

FIELD TRIP

Arrange for the students to visit a local library, where they can see books classified, card file, periodical indexes, etc.

After the library visit, coach will answer any questions concerning library procedure and methods.

ASSIGNMENT

Hand out assignment sheets, and 3" x 5" cards.

1. Choose a subject (It will save you time, if you pick a topic that you might later like to write or speak about.)
2. Research this subject in the library, preparing research cards as explained in the lesson.
3. Fill out at least ten of these cards from at least three different books.

LESSON 20

HUMAN RELATIONS 1 D 4 hours

MEETING PROCEDURE

Behavioral Objectives:

1. Understands the basic principles of parliamentary procedure.
   a. Actively takes a role as a voting member of a meeting.
   b. Chairs a meeting.
   c. Moves, seconds, and discusses motions.

Materials:

1. Motion picture projector and screen.
2. Film, "Parliamentary Procedure."
3. Flip chart and pencil.
4. V.T.R.
5. V.T.R. tape from Lesson 17.

Procedure:

1. There are various types of meetings, ranging from the very formal parliamentary session, to very informal sessions where only money matters and public statements are formally considered. The type of meeting used depends on the organization, the number of people present, and the importance of the business, as well as the friendliness of the group.

2. The purpose of parliamentary procedure is:
   a. To guarantee the rights of the minority.
   b. To guarantee the rule of the majority.
3. The items selected for your consideration in the film and the handout are those which could be expected to occur at a meeting of professional people.

Meeting Procedures:

The students view the film, "Parliamentary Procedures," which illustrates how the rules of parliamentary procedure aid the orderly conduct of a meeting in actual session. The film explains the functions of: chairman, presenting a motion, an amendment, a point of order, and a point of information.

Film

"Parliamentary Procedures"

The instructor initiates a discussion on meeting procedures and agenda to clarify any points in the film not fully understood by the class.

Duties of a Chairman:

1. Prepare an agenda in advance.
2. Start the meeting on time.
3. Make general remarks introducing the meeting.
4. Keep control of the meeting at all times.
5. Rule on all points of order.
6. Do not vote, or express your own ideas, except in a tie of the membership.
7. Treat all members fairly.
8. Control the meeting, using tact, sound judgement, and leadership abilities.

Duties of the Members:

1. The major duty of the members is to conduct the business of a certain organization.

Points which were discussed in film.

2. They address the chairman, every time they rise to speak, (usually in the ~~terms~~, "Mr. ~~Chairman,~~" or "Madam Chairman." In labor meetings, some social clubs, and some churches, the term used is "Brother Chairman.")
3. They never rise to speak unless they rise to make a motion, to speak in defense of a motion that is on the floor, or to speak in opposition to a motion that is on the floor, and then when recognized by the chairman.

The Motion:

1. All business proceeds through the motion.
2. After being recognized by the chairman, the speaker making the motion begins his presentation with the phrase, "I move that . . ." (In certain organizations, a person is required to hand the motion to the chairman in writing.)
3. A motion must be seconded before the discussion proceeds.
4. After a motion is moved and seconded, all discussion revolves around that motion.
5. When the motion has been debated until it is understood and the members will be able to make an intelligent decision, the chairman reads the motion through, asks for votes for, and then against the motion.
6. After the motion has been carried or defeated, all discussion on that motion ends. (Neither is a contradictory motion presented during the same meeting, if it is passed.)

The Amendment:

1. After a motion has been made, and a member wants to add or delete from it, a member can move an amendment to a motion.

2. When the amendment is seconded, all discussion ends on the original motion, and only the amendment is discussed.

3. After it has been fully discussed, the chairman calls for a vote on the amendment.

    a. If it carries, the discussion returns to the motion as amended, for further discussion or a vote.

    b. If defeated, it returns to the unamended motion.

Motion to Defer Business:

1. To postpone to a specified time.

    a. Usually used to set important matters until more members are present.

2. To table a motion.

    a. Used to stop the discussion of a motion, without actually bringing it to a vote.

    b. This motion can only be considered again after a motion is passed to remove it from the table.

The Privilege Motion.

These motions take precedence over other discussion, and can interrupt the recognized speaker. They require no seconder.

1. The Point of Order.

    a. The chairman or member from the floor can call for a point of order.

    b. It is a request that the chairman order the speaker to change his speech if it is abusive, insulting, or irrelevant (not concerning the motion.)

    c. When the chairman recognizes the speaker, he should state briefly the point of order.

       For example: "I believe the speaker has strayed from the motion."

Or, "Mr. Chairman, I believe that his remark concerning Member X was uncalled for."

2. Point of Information.

   a. When a member has a question, which is answerable by a short answer, he asks the chairman for a point of information.

      Example: "Mr. Chairman, point of information."

   b. The chairman usually says, "What is your question?"

   c. The question can be answered either by the chairman or by the previous speaker.

3. Point of Privilege

   There are a number of reasons when a member may arise and ask for a point of privilege:

   a. The right to have procedure explained to him.

   b. Calling attention to personal or group safety, which has to do with some hazard in the place of meeting.

      Example: "Mr. Chairman, the building is on fire."

   c. Calling attention to personal comfort, or comfort of the group.

      Example: "Mr. Chairman, may we please have the windows open."

   d. The right to hear what is being said.

   e. The right to be protected against abuse.

   f. The right to insist that the announced agenda be followed.

   g. The right to call attention to an error in following the bylaws of the organization.

h. The right to demand that noise and disturbance not associated with the meeting be quieted.

4. Rising to a Parliamentary Inquiry.

A member believes that the chairman has made a faulty ruling.

a. Example 1: "According to the bylaws, a motion of this nature requires a two-thirds majority rather than one-half . . .
Therefore the motion was defeated rather than carried."

b. Example 2: The chairman rules that a speaker is out of order as a result of not speaking to the motion. A member moves a point of inquiry, and when recognized, explains why he believes the speaker was not straying from the subject. (This motion requires a seconder.) The chairman explains his reasons for ruling the member was out of order. Without further discussion, he calls for a vote. If the motion carries, the original speaker was not out of order and continues where he was when interrupted.

5. Top Priority Motions.

Three motions take top priority over all other matters.

a. To fix the time of the next meeting.

b. To adjourn.

c. To recess.

Class Meeting:

1. The class will hold a meeting, using the agenda prepared as an assignment for Lesson 17. Coach will act as chairman for the first order of business, which will be the selection of a chairman from among the class members. This chairman will be allowed to present his agenda to be adopted. The coach should explain that they can add items to the agenda at this time. V.T.R.

2. Following the meeting, the coach and students will evaluate the meeting with the use of the V.T.R. playback

Hand out assignment sheet. V.T.R. play back of both this meeting and discovery game at the beginning of Lesson 17.

ASSIGNMENT for Lesson 23: Writing a Report

1. Students will make notes on the procedure and outcome of the meetings, (class meeting and the discovery game meeting from Lesson 17) during the V.T.R. replay and following discussion.

   a. Accurately report all essential facts.

Essay

LESSON 21

PERSONAL 2 3 hours

BUDGETING TIME

Behavioral Objectives:

1. Makes a time budget for a week.
    a. Identifies set time expenditures.
    b. Knows how much true discretionary time he has.
    c. Establishes priorities.
2. Given a desk calendar and pocket sized notebook, keeps a current record of appointments (including assignments) throughout the course.

Materials:

1. 3" x 5" cards (ten for each student, plus extras).
2. Flip chart.
3. Desk calendars for each student.
4. Pocket sized notebooks for each student.

Procedure:

Ask them to write the three goals which they have for their lives. Say, "All of us have certain dreams in our lives, certain things that we would like to do. I want you to write down three things that you wish you could find time to do. These are confidential. No one will see your list." Then have them fold this list, and save it for later in the lesson.

Now hand out ten cards to each student. Ask students to write statement, "I am a ..." on each of the cards. Then have them go back and complete the statement, naming some role that they fill, for example, "I am a mechanic," or "I am a parent."

Cards

"People I Am"

After all the students have filled out their cards, have them rank order them by going through the cards and deciding which of these roles is least important to their life. Have them lay this card face up on the table, and then choose from the nine remaining roles the one that they could best live without. When they have finished their list, they will have the ten cards in rank order, with what they consider to be the most important role on top. Then each student should start from the top and number the cards, one through ten. Stress the importance of seriously considering each step, and tell them that it may be necessary to change the order or to substitute other roles which they might not have thought of right away.

Rank order roles.

Flip chart.

Ask the students to share their list called "Ten People I Am", and record on a flip chart all the roles. This will help all of the students form a more complete list of the roles they fill.

Share lists: "Ten people I am."

Note: If none of the students include a role called "I am myself," suggest that this might be added to the list, as it will help the students understand why they do certain things.

Now hand out ten more cards to each student. Ask them to think back over the past few days or a week and to list the ten things that took most of their time. After they have finished their lists, ask them to rank order these as they did the roles in their lives, but to lay them down with the one that took the least time on the bottom. They should number them from one to ten, giving number one to the item that took the most of their time.

"Ten things I do."

Then have the students rank order these items again, this time in the order of the least important in their lives to the greatest. Write this order down on a piece of paper.

Rank order.

Now ask the students to match the time cards with the role cards. "Look at each card, and ask yourself, 'When I am doing this, what role am I playing?'" Place it with the card that has that role on it.

Several of the students will find that they are spending time doing something that does not fill any of the roles they identified. They may need to add roles that they obviously missed the first time.

Ask, "What do you think it means if you are spending time doing things that are not part of any of the roles you play?" "What does it mean if you are spending the most time doing something that is associated with one of the roles that you consider least important in your life?"

Reading.

Time is a relative thing. One society is very time conscious, and another society places quite a different value on time. Although there is nothing right or wrong, moral or immoral, about the way we use our time, success in our modern Canadian society demands that we use our time according to a set schedule. We are expected to be at work at a certain time, to meet appointments at a certain hour and minute, and to complete a certain amount of work in a given time.

It has only been within the last two hundred years that any society has developed this time-consciousness. When transportation and communication were slower, the value of time was less. As communication and transportation became more complex and faster, people began to place greater emphasis upon time.

We can see the reason for this if we look at two examples. Less than a hundred years ago, goods that were shipped to Battleford, the capitol of the Northwest Territories, were hauled by ox cart up the old Beljennie trail on the south bank of the North Saskatchewan River. One of these freighters (now a resident of the Red Pheasant Indian Reserve) would leave home with two waggons early Monday morning, journey to Saskatoon (which was the end of the rail lines), load his waggon, deliver these goods at Battleford, and return home by noon Saturday. It took a week to move two wagon loads from Saskatoon to Battleford. Today, trucks will move at least ten times as much freight between these two points in less than two hours.

An executive in Saskatoon can make a business appointment in Toronto, and, by flying by jet, can still put in at least three days of a working week in his office in Saskatoon.

These examples illustrate that time is a measurement of how long it takes to accomplish any given task. The quicker one can accomplish a routine task, the more time he actually has. In the example of the two freighters between Saskatoon and Battleford, if both were being paid the same price for the delivery of the goods, the trucker only had to work two hours to earn what the freighter earned in six days.

One of the most difficult adjustments for a person to make is an adjustment that affects his use of time. A person who is not used to keeping appointments by the hour finds it difficult to do so. But within most modern agencies, appointments are not kept by the hour, but by the minute, and one's success might depend upon meeting an appointment at the proper time, and not within an hour of that time.

Since it is our goal as para-professionals to fit into modern professional institutions, we must prepare ourselves with a method of scheduling our time and develop within ourselves attitudes that will make it possible for us to live with a schedule, at least during working hours.

Budgeting Time.

Budget: to make and itemize a proposed plan for spending in relation to one's income.

Budgeting time: to make an estimated schedule for the use of one's time to get the most value from the hours at one's disposal.

Although the goal of fitting well into modern society might be considered reason enough for us to decide to budget our time, we can also think of ways we will personally benefit by the economical use of time. By budgeting, we can accomplish more in our working hours, leaving us more leisure hours for things that we like to do. Although all of us only have so many years that we are actually going to live, by planning we can add to our lives time to accomplish what we think is important.

Review Lesson 10, "Budgeting Money." List on flip chart the three main categories in which money is spent.

Review Lesson 10 "Budgeting Money."

1. Payrole deductions

Flip chart.

2. Set expenditures
3. Discretionary income.

Notice that payroll deductions cannot be changed, and are just as if a person never earned that money as far as the budget is concerned.

Set expenditures must be decided on the basis of costs for several months, and must be taken out of the pay cheque first.

Discretionary income is money which can be used within each budget period for anything which is needed or wanted.

Just as in budgeting money, when we begin to budget our time there are certain types of time expenditures which must be considered.

Each person has twenty-four hours a day to spend. But certain hours must be used for certain activities, and we don't have any alternative. One of these set times is the hours we use for sleep. This could be seen the same as a payroll deduction--we don't have to decide to spend that time.

When we look at the time we have left (about sixteen hours a day) we can see several "set expenditures" which must be considered.

Personal hygiene	1 hour
Eating	1 1/2 hours
Working	8 hours
Driving to and from work	----------

Now when you total these hours, and subtract from sixteen, you will have the number of hours which might be considered discretionary in each day. Of course, week-ends and holidays add to our total discretionary time.

Have the class brainstorm ways in which this discretionary time might be spent. List rapidly on a flip chart. Some suggested ways might be:

Brainstorm.
Flip chart.

Fishing, Hiking, Walking the dog, Shopping, Gardening,
Visiting friends, Drinking beer, Reading, Cleaning the car.

Now ask, "Can we group these activities into general areas?"

Some of the general areas might be:

Doing things with my family.
Doing chores and repairs around the house and yard.
Taking part in church or community activities.
Recreation or relaxation.

List these general areas on a flip chart.

Budgeting Working Hours

Most jobs require that we go to work at a set time, and remain on the job for a certain number of hours. Besides this, if we wish to maintain steady employment over a period of time, we must learn how to budget our time so that we can see our clients and meet arranged appointments on time.

Hand out desk calendars.

In offices the desk calendar is the most often used tool for arranging schedules. It should be on your desk at all times, and should be open so that it shows the proper date. A good procedure is to change the date on your desk calendar each night before leaving the office, and at the same time read the appointments for the following day. This will alert you to any item which needs special attention or study in advance.

As people call or write for appointments, turn the desk calendar to the proper date and make a note. Include the person's name, some reminder or reference to his business, and any special material that you will need. If you need to prepare in advance, figure out how much time you will need, then turn your calendar back that many days and make a note to yourself to begin preparation. After this note is made, you can safely forget about the appointment until your desk calendar reminds you to begin preparation for the appointment. A carefully kept desk calendar will also keep you from setting up two appointments at the same time.

Demonstrate.

The desk calendar will look after all appointments made while you are in your office. A problem often arises when you have to make an appointment while away from your desk. The easiest and most economical way is to carry some kind of writing pad in your pocket. This can vary from a ten cent note book which will serve the purpose quite well to quite an elaborate and expensive pocket index. Appointments that are made while out of the office can be quickly jotted down and then transferred to the proper place on the desk calendar when you return to the office.

Hand out pocket note books.

The desk calendar also serves another very valuable function. There is space provided for keeping records or notes to yourself. A note quickly jotted down on the calendar serves as a record concerning the day's activities. These incidental notes often become very important at a later date, as the calendar automatically dates them and keeps them with appointments. It is easy to remember a person's name, special interest, or problem - when you have just finished reading this information from your notes from a previous appointment.

Demonstrate.

If an appointment made while out of the office conflicts with appointments already on the calendar, the quicker you can contact the party with whom you made the last appointment and adjust the time, the better.

After you have learned the skill of recording appointments upon your desk calendar, you must next master the skill of meeting appointments that come up. It might seem like a little thing but it makes a deep impression upon people if you remember and keep appointments on time! Often this first impression makes a lasting impression upon the professional people with whom you work or the client who is coming to you for help. It lets them know that you are interested in them, and that you feel that their time is as valuable as you consider your own.

ASSIGNMENT:

Fill out a time budget for yourself. First allot hours necessary for sleep, then your set time expenditures. Don't forget to include the hours on week-ends. Decide how much discretionary time you have at your disposal in a week.

Now consider what you want to do with your "discretionary" time. Refer to the paper on which you wrote three things you would like to do in your lifetime. How much time would it take each day or each week in order to begin working toward these goals? Look at the list on the flip chart showing general areas of discretionary time. Lay out the ten cards which listed the ways you spend most of your time, and decide if each item is a set expenditure, or discretionary.

Once that you have allotted time for sleeping, and time for your "set expenditures," and have considered additional ways that you would like to spend part of your discretionary time, the time periods left on your time budget belong to you to use as you wish. For checking your budget on a daily and weekly basis, use the form in Appendix A. This gives you the specific times during the day that you are doing any specific activity. You can also see how much time you are giving to any one area by grouping your activities into a budget showing general areas, as in Appendix B.

[Note: If the students need help, arrange an appointment with them to assist in working out their proposed time budget.]

As you are now using about the same amount of time in your Socanics training as you would be spending during a working day, use the desk calendars to organize your activities during each school day. Note specific appointments that you have to meet, such as classes, assignments, interviews with your coach or other staff members, etc. Keep track of events that you need to remember by marking them on the calendar. Use your pocket notebook and transfer to your desk calendar any appointments made out of the building.

Remember, as in budgeting money, the time budget should be your servant. You should control it, and not let it control you. The budget is designed to help you figure out what you actually do with your time, what you would like to do with your time, to help you realize your goals, and to give you a maximum of discretionary time.

Note to Coach: You will need to keep the cards on which each student listed "Ten People I Am" as you will need them for Lesson 59, "Working With People."

APPENDIX A

TIME BUDGET

	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
- 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00 - 11:00							
11:00 - 12:00							
12:00 - 1:00							
1:00 - 2:00							
2:00 - 3:00							
3:00 - 4:00							
4:00 - 5:00							
5:00 - 6:00							
6:00 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00 - 11:00							
11:00 - 12:00							
12:00 - 1:00							

APPENDIX B

TIME BUDGET FOR A WEEK

	168 hours
Sleeping 7 @ -	less 56
Total usable hours	112

Set time expenditures:

Eating 7 @ -	________
Personal grooming 7 @ -	________
Working hours 5 @ -	________
Travelling to and from work 5 @ -	________
Set appointments -- church, club, etc.	________
______________________	
______________________	
______________________	
______________________	
Total set time expenditures	________

Discretionary

____

____

____

____

____

LESSON 22

HUMAN RELATIONS I I 3 hours

THE INDIVIDUAL IN A GROUP (POSITIVE ROLES)

Behavioral Objectives:

1. Shows an awareness of positive individual roles in group interaction.
    a. Identifies these roles from group situations.
2. Uses a variety of roles in group discussions.

Materials:

1. V.T.R.
2. Flip chart, pens.

Procedure:

1. The coach will introduce a topic for group discussion, using any current topic that will have the interest of the group. In picking subjects for discussion, choose one that is familiar to the majority of the students, one to which they can contribute something. Since we are about one-third of the way through a course which is to prepare these students to work in a human service organization, discussion should be designed to help them understand some of the problems and functions within these organizations. Record on V.T.R.
2. Suggested topics:
    a. Discuss changes that you feel would make Welfare a more workable system. 15-20 min.
    b. Discuss changes that you feel would make Indian Affairs more acceptable to the Indian People.

3. Save the V.T.R. replay tape for use later in the lesson.

Introduction:

As people become involved in group discussions, they nearly always cast themselves in different roles. The more accomplished a person is in group discussions, the more roles he can successfully fill.

Some of these roles are:

Attending - Displaying good listening habits.

Supporting - Encouraging a speaker or an idea; closely related to feedback.

Contributing - Adding new ideas.

Clarifying - Bringing ideas together in a more understandable form.

Mending - Patching up misunderstandings between group members.

Guiding - Assisting members of the group to stay on the subject.

Evaluating - Comparing the weight of one argument against another.

Gate Keeping - Helping other members of the group to get the floor for presenting their ideas; temporarily acting as a chairman in an informal meeting.

[Note: This manual will give you some examples. But encourage the students to give additional examples from their experience.

Try to encourage discussion and class participation rather than using a lecture-type lesson.]

1. Attending.

Attending behavior is the listening and feedback skills displayed when you are giving your full attention to another person. Not only must you understand what the person says, you must be communicating to him that you understand.

a. Give the speaker your complete attention, including your interest. If you are listening and are interested, you will not have to worry about verbal or non-verbal cues of feedback. Your facial expression, gestures, mannerisms, will all respond to the occasion.

b. Relax! The speaker will be slightly tense, but if he can see that you are relaxed and comfortable, it will give him confidence in himself. Tenseness on your part can communicate to him a lack of confidence in his ability, or that he is cutting into time that you would like to use for speaking.

A word of caution - The advice is to physically relax, not to mentally relax. Make the degree of physical relaxation that which is comfortable interest, not sleepy boredom.

c. Use eye contact.

Eye contact refers not only to looking a person straight in the eye, but it implies a two way locking of glances or looks, in which messages travel back and forth along the line of vision. The term "interview" came from this eye contact, which literally means "a looking between," or "an interaction of looks."

The eye, of all parts of the body, is most alive to expression, and will reveal true feelings often hidden in the other communicative channels such as speech.

In some cultures, it is considered impolite to look directly into another's eyes. For a person raised with this feeling, it takes a greater effort to learn the skill of using eye contact in conversation. But it is a necessary skill when interviewing and in any communicative situation where feelings and emotions are being transmitted.

Caution. The eye contact is usually only a brief locking of glances. Be careful not to stare. Hold the eye contact only until both of you know the message being transmitted is complete. To hold beyond this point becomes very threatening, and will probably disrupt the chain of thought of the speaker.

d. Following.

Following involves all of the skills mentioned above: interest, relaxation, eye contact. It includes all responses, verbal or non-verbal which tell the speaker that you are following him, and that his message is being transmitted to you, and that you are understanding it.

Some people equip themselves with stereotyped (always the same) verbal cues which they use to indicate that they are following.

Examples: "I hear you." "What you said makes me feel this way . . ." "I am with you."

These have become more popular since many leading psychologists have been using tape recorders during interviews. By using the same response in the same situation, the interviewer is able to pick his meaning from the tape more easily.

But in an informal group situation, it is usually considered better to vary the response, which makes it a little more natural.

e. Responding.

Just as following, responding is closely related to all of the attending behaviors. It involves reading the proper meaning from any of the speaker's messages, and responding to it in an appropriate way.

Immediate response is one of the most effective means of feedback that we have. Delayed response or the wrong response is most disruptive, and extremely threatening to the speaker.

Example: If you tell a joke, and nobody laughs, you are left feeling very foolish. But if you tell a joke and nobody laughs, then just as you gain control again and are discussing a serious point, someone catches your joke and starts laughing, this is very threatening to both the speaker and to the rest of the group who don't know what he is laughing about. Delayed response usually indicates partial attention. The mind caught enough of the conversation to figure it out, but not enough to respond immediately.

2. Supporting.

The supporting skills involve a person's ability to develop a climate of loyalty and trust, letting other members of the group know you appreciate them, that you value their ideas, and their contribution to the group. Support might be displayed in your attitude toward others, inattentive listening to other's comments, or verbally.

Examples: "I think that is a good point." "I agree." "As Bill said in his speech, . . ."

Recognize non-verbal cues. Put the feelings behind these cues into words.

Example: "I understand how you feel. That would be embarrassing." "That would have upset me, too."

3. Mending.

All groups will have their occasions when various members disagree, or misunderstand each other. When someone attempts to reconcile (bring the two back together) the ones having the disagreement, he is applying mending skills to the group. He might try to minimize the differences.

Example: "I don't think he really meant it that way, John." Or he might try a compromise tactic.

Example: "Well, both ideas have certain merits, and we might be able to combine them and form a more satisfactory solution."

4. Contributing Behaviors.

The contributing skills refer to the skills of presenting new material to the group that might lead to the solution of a problem or to a formulation of a new goal for the group, or they might add supporting evidence to a subject already under discussion.

a. Giving Ideas.

This is contributing new thoughts and ideas such as possible solutions or a plan of action for the group. It could be taking two or more previously discussed ideas, and forming a conclusion that leads the discussion forward.

b. Giving opinions.

Saying what you think or believe about an idea under discussion. Suggesting what you might personally do about it if the decision were yours.

Example: "I think that looking pleased when her husband does come home would be better than bawling him out every time he stops at the beer parlour."

c. Giving information.

This is adding important facts to the discussion, pointing out relationships, understandings, and clearing up points of confusion.

d. Evaluating.

Evaluating is first of all helping the group assess the effectiveness of the problem-solving method by summing up the orderly steps through which they have progressed. It is often valuable to notice things tried and rejected as well as ideas tried and accepted by the group.

Secondly, evaluating can be done by diagnosing the group's difficulty in obtaining certain information, or concluding that the group has not been dealing with the problem, but merely with side issues.

Example: After reviewing the facts: "I believe that now we are really discussing two problems: the one we started with, and a new one that has been interjected. I think that we should go back and state them both and their relationship, and then confine our discussion to one of them at a time."

5. Gate Keeping.

This is the attempt by a person to help those who wish to speak and are being denied an opportunity to express themselves, or managing to stop someone who is monopolizing the conversation. This could be done this way:

"I think that Mary has something that she wants to say."

6. Guiding.

This is assisting members of the group in keeping to the subject. Often group discussions accomplish very little because the group does not concentrate on any one subject but skips from one subject to another Someone will suggest a subject that is important to the entire group, and they will decide to discuss it. A person enters a guiding role when he identifies the subject of the discussion. Then he or other group members might assume a guiding role if the group strays away from the subject and is brought back to it.

Example: "Now we have agreed to confine our discussion to . . ."

Discussion.

The coach will replay the videotape of the discussion from the beginning of the class. The class members will pick out the various roles assumed by themselves, or other members of the class from the discussion, marking them down on a flip chart. The coach will stop the tape and replay situations when there is some doubt about which role is being played. Allow the students time to discuss the value of the personal role in group interaction.

V.T.R. Replay.

Flip chart.

Note: It is quite possible that various students will see the same statement as performing two different roles in the group discussion. It will be wise to recognize and list both suggestions. There will probably be a number of negative responses that the class will not recognize (which will be covered later).

Save tape
for Lesson 24.

ASSIGNMENT AND PRACTICE

Assignment and practice of these skills will be given at the end of Lesson 24.

LESSON 23

COMMUNICATION 2 D 3 hours

WRITING A REPORT

Behavioral Objectives:

1. Gives a report of a meeting in writing.
    a. Accurately reports all essential facts.
    b. Analyzes the situation.
    c. States personal reaction.
    d. Gives recommendations.

Materials:

1. Filmstrip projector.
2. Filmstrip "Constructing Reports", Series #7620 N. 50, Encyclopedia Britanica Publications.
    a. "Selecting the Theme".
    b. "Building Reports".

Procedure:

Use the filmstrip to serve as an introduction to the lesson.

Filmstrips
"Selecting the Theme."

"Building Reports."

1. Steps in Constructing Your Report.

    Written reports and spoken reports are basically the same form.

    a. Establish your purpose.

As in the spoken report, the first step is to determine the purpose, and make this purpose be the judge as to whether you include or omit any specific part of the report.

b. Introduction.

The introduction of the report should begin with an attention-getting phrase.

c. Background or information.

d. Comments and discussion.

As in speaking, don't forget the "for instance."

e. Conclusion, or recommendations.

f. Bibliography.

Bibliography will be handled later in the course.

A list of books and authors quoted in the report.

2. Gathering Material and Organizing Facts.

a. Material can be gathered from the following sources:

Give an example for each.

Flip chart

(1) From your own knowledge.

(2) From observation.

(3) From interviews and discussions.

(4) From printed materials.

b. Suggestions for Gathering Information from Printed Material.

A bound notebook is insufficient for gathering information. Note cards (3" x 5") are better because:

(1) They save time and are easier to organize, because they only contain one item of information.

(2) Your notes are neatly set down for future use, and can be filed.

Give examples on flip chart.

(3) Your notes will be brief and to the point.

(4) They help you to make use of both direct and indirect quotations.

(5) Contains the exact title of your source, the date of publication and the page reference.

[Coach should refer to Lesson 19, Use of the Library. Review "Taking Notes on your Reading," and the correct form for the cards.]

3. Planning an Outline

An outline should be planned before you write your report. It is a statement of the direction your report intends to take. It arranges material in order of events or importance.

Demonstrate this on the flip chart.

In an outline the main topics are numbered; 1, 2, 3, etc. The sub-topics under each main heading a, b, c, etc. (Print these small letters) Sub-topics under small letters are numbered (1), (2), (3), etc.

Example: This is an outline on report writing:

Outline on Kinds of Agencies in a Community.

a. Introduction on Kinds of Agencies

  (1) Historical Development

  (2) Agency Funding and Accountability

    (a) Public - Ex. Department of Welfare

    (b) Private - John Howard Society

b. Problems in the Service-Giving Functions of Public and Private Agencies.

  (1) Limitations in client choice of service

  (2) Agency relationships with community.

4. Spelling Punctuation and Grammar.

   Check all of these in your written report to ensure you have used them correctly. Also try to avoid slang and write the report in language anyone could understand.

ASSIGNMENT FOR LESSON 23, to be handed in at the beginning of Lesson 27.

1. Using the notes you prepared in Lesson 20, write a report on the values and purpose of an agenda, as employed in a meeting, and on the benefits of the formal procedure.
2. Be sure that you give attention to the essential points of a written report.
3. Check the report for spelling and grammatical errors.
4. Your report should be two to three pages long.
5. **Give the purpose and outline of your report.**

EVALUATION for Lesson 23

Writing A Report

The organizational material that applies to the oral assignment can be and should be generalized to the written assignments.

The evaluation should be on the following points:

1. Organization 50
    - a. Purpose
    - b. Opening statement
    - c. Body
    - d. Use of examples
    - e. Conclusion
2. Value of material 30
    - a. Value of an agenda to a meeting
    - b. Value of orderly procedure to a meeting
3. Construction 20
    - a. Grammar
    - b. Spelling
    - c. Punctuation
    - d. Neatness

Comments:

Evaluator ______________________________

Note to Coach:

As Lesson 24 is the last lesson dealing with group work, the lesson requires the coach to show the edited films of group activities that he has been keeping since Lesson 2. You will need to prepare this review for your next lesson.

LESSON 24

HUMAN RELATIONS 1 F 3 hours

INDIVIDUALS IN A GROUP (NEGATIVE ROLES)

Behavioral Objectives:

1. Identifies negative roles within a group.
2. Avoids these behaviors when participating in a group.
3. Assists other group members in overcoming undesirable group roles.

Materials:

1. V.T.R.
2. Review videotapes.
3. Flip chart, pens.

Procedure:

Review Lesson 22.

Introduction

After reviewing the positive roles taken by individuals in a group, notice that group interaction can be destroyed by people assuming negative roles within the group. We want to look at some of these roles.

Negative Behaviors in a Group.

1. Not listening to other group members. Non-interest.

   This person acts as if the entire group has assembled to hear only his thoughts on the subject, and while he is not speaking, he is giving his attention to things outside of the group discussion.

a. He is planning his next speech.

b. Clowning.

This could be verbally misquoting a speaker, trying for laughs at the expense of the speaker or other group members, or any attempt to direct the attention of the group away from the speaker to himself.

c. Withdrawing.

In psychology, "to withdraw" means to mentally remove yourself from a setting. Withdrawal within a group would be when a person who is physically required to remain in a group mentally ceases to act or to regard himself as a member of a group. A person who has withdrawn usually equips himself with another type of mental exercise to shut out current activities, such as day dreaming, or reading. Withdrawal often poses serious threat to a group, as it is one member telling the rest that he wants to have no part of them. [A coach should very quickly seek out members that he sees withdrawing, and determine their problem.]

2. Failing to follow the problem-solving steps effectively.

[Quickly review Lesson 7, Problem Solving in a Group.]

Individuals or groups who fail to apply the knowledge of group problem solving skills and stick to them can quickly disrupt a group attempting to come to a logical conclusion about some problem. If, for example, someone insists on ridiculing ideas during the brainstorming, the value of the brainstorming session will be lost.

3. Seeking personal recognition or favour.

As personal recognition will eventually be given in a group, it spoils the group relationship for a member to begin to court recognition or favour for himself.

a. Bragging about good or bad experiences.

Experiences will be brought up to illustrate points.

But groups are rarely interested in prolonged autobiographies, particularly of some member's exploits (things that he has done).

b. Seeking sympathy.

As students continue in group interaction, they will become aware of their own as well as other's weak points. An often used reaction is to seek sympathy for this weakness rather than seeking a solution for their problem.

4. Sidetracking.

Any effort on the part of a member of a group, whether conscious or unconscious, to move the discussion away from the agreed topic is called sidetracking.

a. Insisting upon prolonged, useless arguments which do not lead directly to the solution of the problem.

b. Pleading the special cause of minorities (religious, racial, ethnic, etc.) no matter what the discussion is really about.

5. Assuming the topic has no importance, because it is of little interest to you.

Part of the reason for group interaction and group discussion is to broaden members' fields of interest.

6. Rejecting feedback.

One of the major purposes of intra-group activity in this course is to become sensitive to communication methods, including feedback. Repeatedly rejecting feedback will cause other members of the group to withdraw themselves from expressing their true feelings about things. If feedback is rejected often enough, and some members of the group begin to feel that you are insensitive in a certain area, they might choose not to withdraw, but to confront you with the matter.

7. Dominating the group.

Often one person takes complete control of the group. Some groups will put up with someone bossing the group for a while. But as a rule, groups quickly put down someone who is taking too much authority. The group experience should be for the benefit of the entire group, and while leadership qualities will show themselves, seldom does a good leader take complete control of a situation.

Following the reading, encourage a discussion of the material. The students should be able to talk about examples they remember seeing of most of these roles.

Review:
V.T.R. replay

Note to Coach: Throughout the course, you have been using videotape to record the group's progress. As this is the last lesson on group interaction, use these videotape playbacks to review. Note particularly the growth patterns that have taken place this far in the students' participation in the group. Encourage the class to locate good examples of group participation in problem solving and examples of positive and negative roles. Review all of the lessons on group work to date: Lessons 2, 6, 14, 15, 22 and 24.

Tell the students to prepare for a written test over this material.

Group Sessions:

Following the first ten group dynamics sessions, arrange ten more sessions, this time one hour in length, to practice what they have learned about working in a group, solving problems in a group, and their individual relations to a group. It is suggested that the coach review the behavioral objectives of Lesson 2:

Understands the purpose of the group.

a. Uses the group to improve himself.

b. Uses the group to help other members of the group.

c. Becomes aware of his effect upon others.

d. Becomes aware of his attitudes toward other people.

e. Applies new social interactions within the group without feelings of threat.

ASSIGNMENT:

1. Review Lessons 2, 6, 14, 15, 22 and 24, and prepare for a written exam.

LESSON 25

COMMUNICATION 3 D 3 hours

ROADBLOCKS TO COMMUNICATION

Behavioral Objectives:

1. Knows major barriers which cause communication breakdown.
    a. Recognizes barriers set up by senders of the messages.
    b. Recognizes barriers set up by receivers of messages.
2. Reduces communication barriers.
    a. Shows an awareness of the importance of feedback in identifying communication failure.

Materials:

1. Film projector.
2. Film, "Roadblocks to Communication."
3. Flip chart.
4. Felt pens.
5. Overhead projector.
6. Projectuals:
    25.1 "Roadblocks to Communication."
    25.2 "Reasons for Failure in Communication."

Procedure:

As Socanics, in your dealings with other people, you will find that you must develop and maintain good two-way communication with your clients, with the professional world, and with the community at large.

However, there are many things that interfere with this two-way process of communication, that keep people from understanding each other. These are called ROAD BLOCKS, BARRIERS, OR FILTERS to communication.

The purpose of this lesson is to acquaint you with some of these road blocks, and possible methods of overcoming them.

Projectual 25.1
"Roadblocks"

We have already discussed many of the reasons we fail to communicate our message to our listeners in both our speaking and writing courses. In this lesson we are going to identify some of the processes by which our communication fails to reach the senders as we intended it.

Communication is the process of sending and receiving messages.

SENDER ________________________________ RECEIVER

This lesson looks at the filters or roadblocks that come between the sender and the receiver of messages. These roadblocks interfere with communication between people and cause what is referred to as a "breakdown in communication."

Roadblock

SENDER----- ________ -----RECEIVER

Ask the students if they can suggest any reasons why the information does not flow easily from one person to another.

Flip chart.

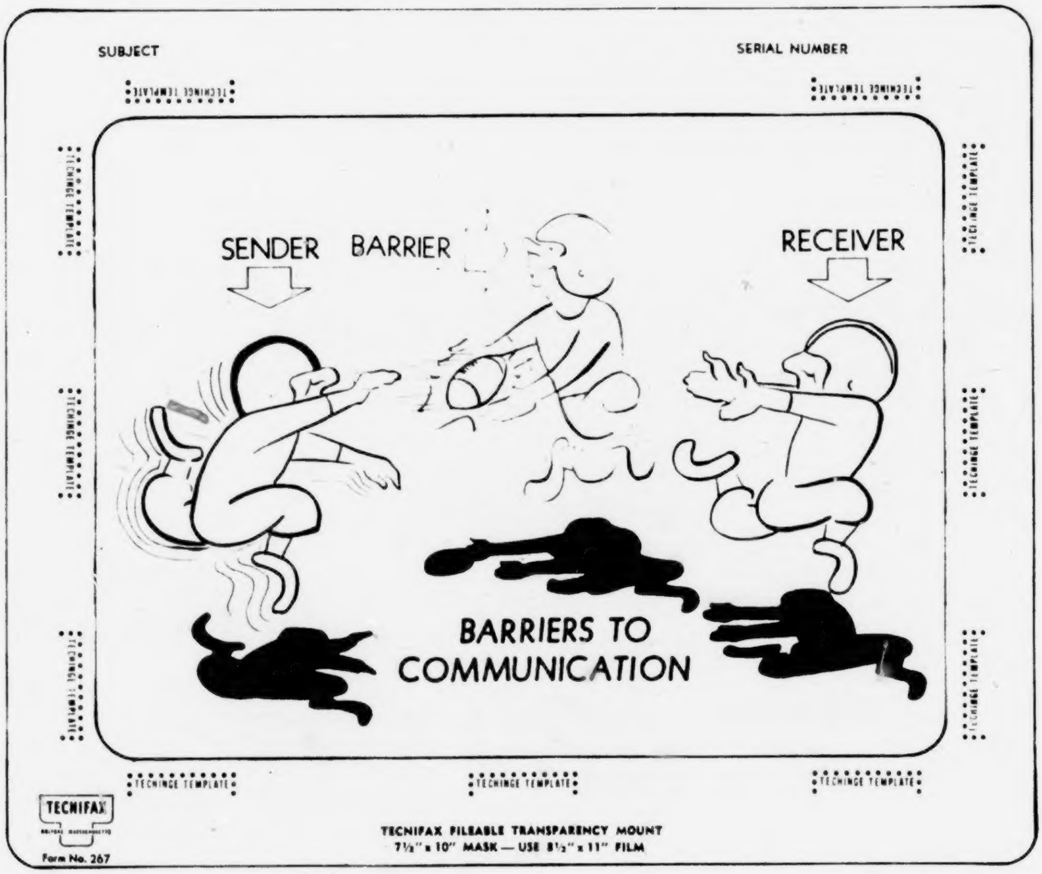
Have one of the students write, "Roadblocks to Communication" on the flip chart. List as many roadblocks as the class can think of. Compare with list in lesson sheets.

1. What are some of the roadblocks that cause communications to fail or break down?

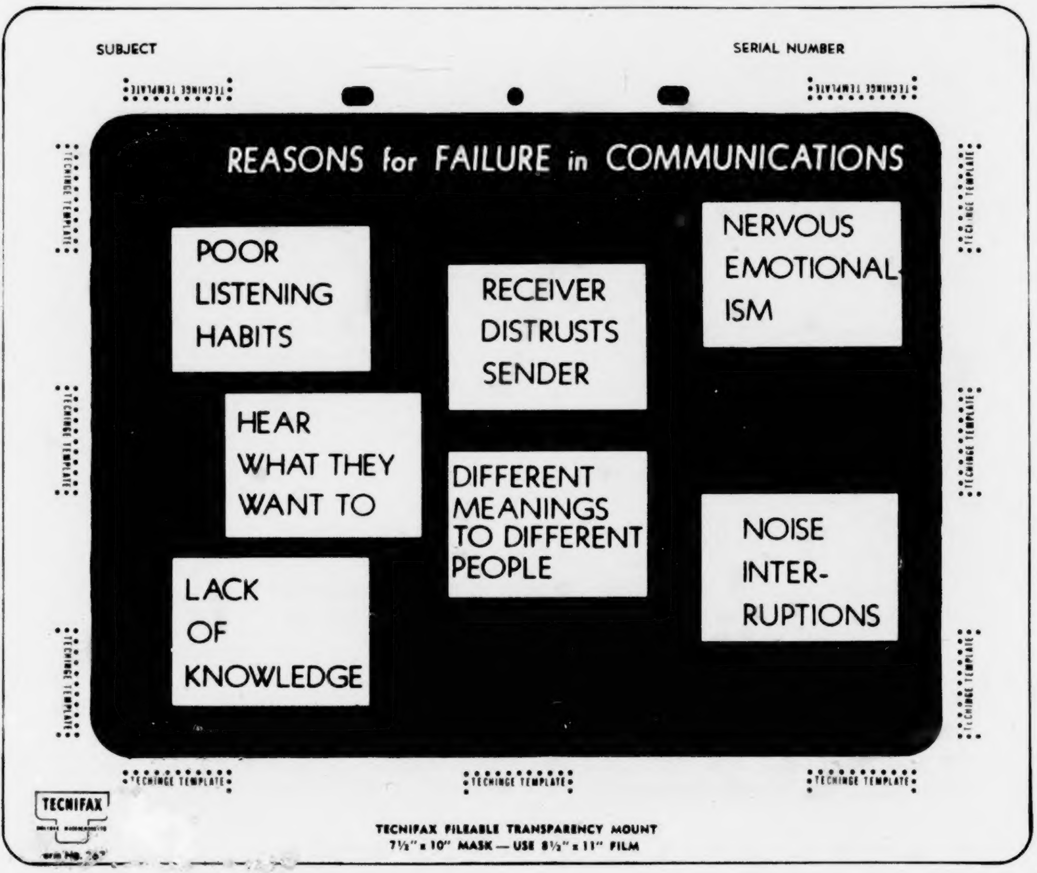
Projectual 25.2
Reason for communication failure.

In the lessons on "Listening" we discussed poor listening habits which contribute to the breakdown of communications.

25.1 ROADBLOCKS TO COMMUNICATION


SUBJECT
SERIAL NUMBER
SENDER
BARRIER
RECEIVER
BARRIERS TO COMMUNICATION
TECHINGE TEMPLATE
TECNIFAX
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM
Form No. 267

25.2 REASONS FOR FAILURE IN COMMUNICATION



SUBJECT
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REASONS for FAILURE in COMMUNICATIONS

POOR LISTENING HABITS

RECEIVER DISTRUSTS SENDER

NERVOUS EMOTIONAL-ISM

HEAR WHAT THEY WANT TO

DIFFERENT MEANINGS TO DIFFERENT PEOPLE

LACK OF KNOWLEDGE

NOISE INTER-RUPTIONS

Other reasons for the failure or breakdown of communications include:

a. People hear what they want to hear.

If you are talking to someone but that person ignores what you are saying because he has strong opinions of his own, the communication process breaks down. That is, the other person will listen only to those things which agree with his own opinion.

b. Lack of knowledge.

Sometimes a person does not know (or, you think he does not know) too much about the subject he is discussing. If this is the case, you are not likely to pay much attention to what he is saying.

c. Distortion.

Sometimes people distort (or change) the intended meaning of a message that you are sending to them. They may do this on purpose or they may do it accidentally because they do not understand your message.

Consider the following situation:

> The teacher added a note to Johnny's report card saying, "Johnny isn't contributing in class." The next day Johnny came to school with a scribbled note that said, "We don't have much money, but here's a nickel."

d. The receiver may distrust the sender of the message.

If you distrust someone you will not likely believe very much of what he says.

e. Words mean different things to different people.

You have to try to use words that the receiver understands. For instance, if you ask someone to do something "as soon as possible", he may not be sure whether you want him:

(1) to do it immediately, or

(2) to do it when he finishes what he is doing.

f. People may be nervous or emotional.

Examples of this could be:

(1) One of your clients may be nervous when talking to you and this could prevent him from saying what he really wants to say.

(2) If you become angry or excited, communication can become difficult or even impossible.

g. Noise and interruptions can cause a breakdown in communication.

For example, if the room is noisy or there are constant interruptions when somebody is speaking to you, communication is very difficult.

Now that the students are somewhat more familiar with what we mean when we say "roadblocks," ask if any of them have experienced some of these same problems.

Encourage as many as possible to relate experiences which are examples of various types of roadblocks.

Relate experiences.

Try to have the person relating the experience determine what type of roadblock he is talking about. Ask the rest of the participants if they agree. (Try to keep the discussion from getting off track.)

Show the film: "Roadblocks to Communication." (Note: There are roadblocks in the presentation of the film itself. That is, the terminology is sophisticated in spots and the points presented are not as clear as desired. However, the coach will be able to clarify any difficult terminology. He will also be able to draw attention to any points which are not sufficiently clear in the film.

Film.

Overcoming Barriers to Communication

Ask the students to suggest ways that roadblocks may be reduced or eliminated. If you have to help them get started, you may suggest one or more of the following:

Flip chart.

a. Encourage feedback.

b. Choose words carefully.

c. Time messages carefully.

List the suggestions provided by the group on the flip chart. Encourage discussion to ensure that the entire group fully understands each suggestion. In other words try to eliminate any roadblocks that may develop within the group.

2. What are some of the ways to overcome barriers to communication?

The purpose of communication is to achieve understanding between the sender and the receiver. Understanding can be achieved only if the roadblocks to communication have been overcome or eliminated.

You can do some things to reduce or eliminate roadblocks or barriers. For example:

a. Encourage feedback. If you hope to communicate effectively, information must flow in both directions, that is, from you to them and from them to you. The flow of information from them to you is called "feedback." Feedback can tell you:

(1) whether you have communicated your ideas or instructions clearly or whether further explanation is needed.

(2) if the words you are using are clear or unclear.

(3) whether your clients have been listening to you or not.

(4) whether your listener received the meaning you intended them to get from your message.

b. Choose your words carefully. Each person attaches a somewhat different meaning to a message because words often mean different things to different people. Problems can arise if you assume that each listener or reader will attach the same meaning to words as you do. Therefore you must try to put yourself in the listener's shoes and use words as he would use them. Don't use words that he will find difficult to understand.

c. Time your messages correctly. Communication should take place when there is the least interference from noise and other interruptions. If possible, avoid communicating with anyone when that person is angry or upset.

d. Repeat important messages. This will help overcome such things as noise and other distractions. It will also help to make sure that the other person gets the meaning of your message.

e. Follow up on your communications. Check to see if the person understood you. It is wise to check and see if the person is actually doing what you asked him to do.

f. Be honest and sincere in your communications. If the listener (receiver) trusts you he will pay much closer attention to the message you are communicating to him. The more attention he pays the better the communications will be.

g. Stop, look and listen. Sometimes you may have such a strong opinion about what you are saying that you don't stop to give the other person a chance to say a word. If you fail to listen to what the other person has to say you are blocking the communication process - which only works if both people send and receive messages.

Summary

There are many reasons why people misunderstand each other. Sometimes this misunderstanding can lead to costly mistakes and hurt feelings. Try to recognize the causes of misunderstanding and then work to remove them.

In other words, you have to know what the roadblocks to communication are and how to deal with them.

EVALUATION METHOD FOR LESSON 25

The coach will determine when the objectives have been met by:

1. The participation and the suggestions given by the students during the discussion periods in the lesson.
2. Their ability to recognize communication blocks within their own experiences.
3. The effort made by the students to consciously eliminate communication barriers, both in their speaking and listening exchanges.

LESSON 26

PERSONAL 4 3 hours

WHY SAVE?

Behavioral Objectives:

1. Knows the various types of savings.
2. Understands the advantages of savings.
3. Appreciates how monthly savings can help balance an annual budget.

Materials:

1. Motion picture projector.
2. Film: "A Penny Saved."
3. Flip chart, felt pen.

Procedure:

1. Review Lesson 21.

The Meaning of Savings.

When you have more of something than you need today and put it away for tomorrow, that is saving. It could be food, clothing or fuel. Or it could be money to buy something needed in the future.

In ancient times people lived insecurely from day to day because they had not learned to preserve and save food. Later, ways were found to dry and preserve meat, fish, berries, roots and other foods. People who had learned to farm were able to store wheat, corn or rice for long periods of time. By saving for the future people had more security, more time to improve production, and more spare time.

In modern times money has become the thing that is saved. People who earn wages or salary may find it useful to save part of their pay. These savings can be spent in the future to purchase some needed object or can be used in time of sickness or unemployment.

Different cultures and communities may have different ideas about savings. A group oriented or sharing culture would not consider that they had a surplus to save for the future until the needs of all the members of the group had been met today. Generally speaking the emphasis in North American society is on the individual and savings are made on an individual basis. Do you agree?

To sum up, SAVINGS Means putting away money from your present income so that you can use it sometime in the future.

3. Begin a discussion on the value of savings.

   Ask, "What could be some of the advantages of savings?" "How can you arrange a savings plan?" "How much savings do you need each month?"

   List student's responses on a flip chart after each question.

Information on flip chart will be referred to later in lesson.

4. Purpose of the lesson:

   The purpose is to discuss why savings are important to families, and how a modest savings account can make a family's income go further.

Why are Savings Important?

a. Gives a person or family more security.

b. Allows for emergencies.

c. Allows for the purchase of large items such as furniture or an automobile without borrowing or with less borrowing.

Financing a purchase adds to the cost of the purchase in terms of interest. As well, the payments temporarily remove money from discretionary income to fixed expenditures, leaving a person with less discretionary income over the period of payments.

d. Savings earn money in the form of interest.

e. A person with cash can purchase more economically. He can buy during sales at a cheaper initial price, and can save as well on interest.

f. Savings allow a person to spread large annual payments over an equal monthly basis.

g. Savings allow a person to invest in business, stocks, or equipment (which are another form of savings possibly paying a bigger interest dividend).

h. A savings account assists a person in borrowing money if it becomes necessary.

Where Savings can be Kept.

1. Ask students to list on flip chart answers to the question, "Where can you keep your savings?" or "How can you invest your savings?" Flip chart.

Where can you Keep Your Savings?

Your family budget book has a section for savings. If possible, the family should put some money into savings each payday. But where should these savings be kept? How should they be invested?

In the old days most people kept their savings in a sock, jar, or mattress at home. Today savings are put in banks, credit unions, etc., where they are safer and where they earn money (interest).

a. BANKS

Banks have several different kinds of savings accounts. All savings accounts pay you interest on your money.

(i) Chequing savings accounts: These are savings accounts that allow you to write cheques. They are almost the same as a chequing account. The only difference is that a chequing account doesn't pay you any interest on the money you put into it. The interest rate on chequing-savings accounts is low but the advantage is that cheques can be made on this account.

(ii) True-Savings accounts: You can't write cheques on this type of account. The interest rate is higher on true savings accounts than it is on cheque-savings accounts. Why do you think it is this way?

(iii) Term Deposits: These are types of accounts where you give the bank your savings for a certain period of time, e.g., one year, five years, etc. You can't withdraw (take out) your money until this time period is up. The interest rate is higher on term deposits than it is on other type of savings accounts. Why do you think this is so?

b. CREDIT UNIONS

A credit union is a cooperative bank owned by its members. When a member wants to save money he purchases shares. At the end of the year the members meet to consider the operations of the credit union for the past year. At this time a dividend is declared and is credited to the members' share capital. The dividend rate depends on the credit unions' earnings. Share capital can be withdrawn at any time. Some other features of credit unions are worth considering:

(i) Insurance. Most credit unions carry life insurance up to $2,000 on share accounts. If a member dies, life insurance is paid equal to the amount of his share capital.

(ii) Term deposits similar to those of banks can be arranged.

(iii) Members own and control their organization.

c. TRUST COMPANIES

Savings can be deposited with trust companies in accounts similar to those in banks.

d. CANADA SAVINGS BONDS

Every year the Government of Canada sells savings bonds to the public. By buying these bonds the buyer is lending his savings to the government. The bonds pay interest and can be cashed at any time at any bank for the full face value.

Savings and Your Budget

A personal budget needs not only to provide for expenses which occur monthly, but for annual expenses as well.

Budget form.

To the coach:

Appendix C

The assignment concerning Mr. X's budget will be used to illustrate the value of savings to a family's annual budget. Have the students answer the questions and complete the assignment sheet in class. If the class is having trouble with the budget after a few minutes, you may stop them and help them rearrange their work. On the answer sheet you will find the budget worked out, showing the amount of discretionary income they will have monthly, and what their savings will be each month without interest. Notice that Mr. X, if he does not save, will have to borrow $35.00 in April and August, and $235.00 in December, or a total of $305.00. But since he has a surplus of $525.00, he can save for these set expenditures and still have money left over.

Answers
Appendix A & B

After the class has worked out their budget sheet, go over the process with them on a flip chart.

	$525	(Surplus)
less	305	(Annual payments)
	220	(Actual annual discretionary income)
divided by 12		
	18.33	(Discretionary income per month)
or	18.00	(To the nearest even dollar.)

Film.

Film.

Show the film, "A Penny Saved." Discuss the film, particularly the viewpoint of each of the three families:

a. The family who spent too much, and had their things repossessed;

b. The family who bought only what they could pay cash for;

c. The family who borrowed within the limits of their budget.

ASSIGNMENT

Hand out Appendix A.

Mr. X is married with three children and holds a steady job at $500 a month, with $450 take home pay after deductions. He makes the following monthly payments:

Food	$100.00
House payments	120.00
Utilities	25.00
Clothing	20.00
Drugs	10.00
Car	20.00
Payments	70.00

Other set payments are:

Licence every April	$ 75.00
Taxes every December	300.00
Life insurance (Aug.)	80.00
Hospital insurance	
(Feb., May, Aug., Nov.)	20.00

Mr. X and his family like $20.00 per month to cover miscellaneous expenditures.

Mr. X would like to know how much income he may use as discretionary income and still have money to pay his annual payments without borrowing. He establishes a savings account to handle his annual payments, but he would like to have a regular discretionary income.

1. In even dollars, how much discretionary income can he have each month and still pay all his bills?
2. Will Mr. X have any money left over? Which months? How much is the total for the year?
3. Will Mr. X ever have to borrow money? What months? How much?
4. How much would Mr. X have to save each month to make sure he can pay all his expenses?
5. If he does not save, and spends all money not used to pay monthly accounts as discretionary income, how much will he have to borrow and in which months, to cover his annual expenses?

MR. X'S FAMILY BUDGET FOR 12 MONTHS

ITEM	MONTH											
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
INCOME:												
Total (Gross) Pay	500											
Payroll Deductions	50	50	50	50	50	50	50	50	50	50	50	50
NET (or Take Home Pay)	450	450	450	450	450	450	450	450	450	450	450	450
EXPENSES:												
Food	100	100	100	100	100	100	100	100	100	100	100	100
House Payments	120	120	120	120	120	120	120	120	120	120	120	120
Utilities	25	25	25	25	25	25	25	25	25	25	25	25
Clothing	20	20	20	20	20	20	20	20	20	20	20	20
Drugs	10	10	10	10	10	10	10	10	10	10	10	10
Car - gas & oil	20	20	20	20	20	20	20	20	20	20	20	20
payments	70	70	70	70	70	70	70	70	70	70	70	70
license				25								
Insurance												
life								80				
hospital		20			20			20			20	
Car (licence)				70								
Taxes												300
Other Expenses	20	20	20	20	20	20	20	20	20	20	20	20
True Discretionary Income												
TOTAL EXPENSES												
BALANCE												
SAVINGS ACCOUNT												

ANSWER SHEET

True Discretionary Income	18	18	18	18	18	18	18	18	18	18	18	18
TOTAL EXPENSES	403	423	463	503	423	403	403	503	403	403	423	703
BALANCE SAVINGS ACCOUNT	47	74	121	68	95	142	189	136	183	230	257	4

APPENDIX C

FAMILY BUDGET FOR 12 MONTHS

	MONTH											
ITEM	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
INCOME:												
Total (Gross) Pay Payroll Deductions												
NET (or Take Home Pay)												
EXPENSES:												
TOTAL EXPENSES												
BALANCE SAVINGS? BORROWING?												

LESSON 27

COMMUNICATION 2 E 3 hours

ORGANIZING YOUR REPORT

Behavioral Objectives:

1. Prepares an outline for a report.
    a. Gathers material.
    b. Designs the material to establish his purpose.
    c. Organizes the material to achieve his goal.

Material:

1. Flip chart.
2. Access to a library and reference material.

Procedure:

The coach will present the basic types of outlines, stressing to the students that written reports have basically the same characteristics as oral reports:

1. Well established purpose.
2. Good opening sentence.
3. Related to the audience's needs.
4. Supported by examples.
5. Good closing statement.

The major difference between the two reports is that one is spoken and the other is written. A written report, because of its permanent nature, can be referred to many times. Most writers are careful to choose the material that will convey their message accurately under either casual or close reading. A report cannot be better than the time, effort, and knowledge that the author puts into it.

Introduction.

Organization is a term which refers to orderly thinking. It means that you organize your report in a systematic and efficient fashion rather than proceeding without a plan.

One recognized system of organizing a report is to divide the material into three major headings:

Write three major headings on flip chart.

1. Identification of the key problem.
2. Discussion of the problem.
3. A solution for the problem.

Most people when writing a report prefer to guarantee good organization by first developing an outline. We will notice three types of outlines:

1. Analytical. Contains all the material you can find on the subject. Breaks the subject into its principal parts so the topic can easily be seen as a sequence of thoughts. These thoughts are then arranged so the reader can follow your development of the problem.
2. Synthesizing. Designed to look at your subject from the viewpoint of your purpose. This type of outline is important in deciding which material will be emphasized and developed, and which material will be left out.
3. Dynamic. Organizes the material to achieve the desired end of the report.

Relationship of the three types of outlines.

A good outline is a combination of all three types, and often follows the preparation of each of the three types of outline. First, all of the facts are written down and identified under major headings. Then in the synthesizing outline, you decide which information supports your purpose and scope, and which does not. Finally, as you prepare your dynamic outline, you so arrange the arguments that you have chosen to support your purpose that you lead your readers to the conclusion you want them to reach.

After the students have a basic understanding of how to prepare an outline, help each student choose a topic. The group will then move to the library, where students will research their topics. Coach will serve as a resource person, both in gathering material and in preparing the outlines. Students will then prepare an outline from which they would be able to write a report.

ASSIGNMENT:

1. Choose a topic of interest to you. Using library and resource material prepare outlines for a written report.
    a. Choose a topic.
    b. Establish your purpose.
    c. Gather the facts.
    d. Prepare an analytical outline showing an orderly arrangement of the material you have located on the subject.
    e. Prepare a synthesizing outline, which selects the facts which support the purpose.
    f. Prepare a dynamic outline which arranges these material so that it will achieve the goal of the author.
2. Hand in each of the three steps of your outline, as well as the final format.

LESSON 28

HUMAN GROWTH 1 3 hours

INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT

Behavioral Objectives:

1. Knows the factors affecting human growth and development.
2. Understands the effect of physical environment upon growth.
3. Understands the effect of psychological environment upon development.
4. Knows the major growth patterns that take place in early childhood, late childhood, adolescence, and young adulthood.
5. Understands the laws governing human growth and development.

Material.

1. Overhead projector.
2. Projectual: 28.1 "Heredity and Environment"
   28.2 "Growth"
3. Flip chart.

Procedure:

1. As the coach is now presenting new material, he will use a lecture method, with projectuals to illustrate. He will encourage the class to enter into discussion, and to ask questions on points needing clarification.

Factors Affecting Human Growth and Development.

1. Heredity.

Heredity is the ability of any living thing to reproduce the characteristics of its ancestors, especially the bodily characteristics which can not be changed by environment.

Definition: 'Heredity"

In the early stages of life, heredity is the most important factor determining how a person will develop. We inherit from our parents our size, general build, physical and mental strengths and weaknesses, and all of the host of physical traits we possess, half of all traits coming from each of our parents. At the time of a person's conception, (the fusion of the first cell) all of the hereditary factors of his life are determined, and as important as these might be to his growth and development, man knows of no way to alter the factors that are determined at this moment.

Projectual 28.1 "Hereditary and Environment"

2. Environment.

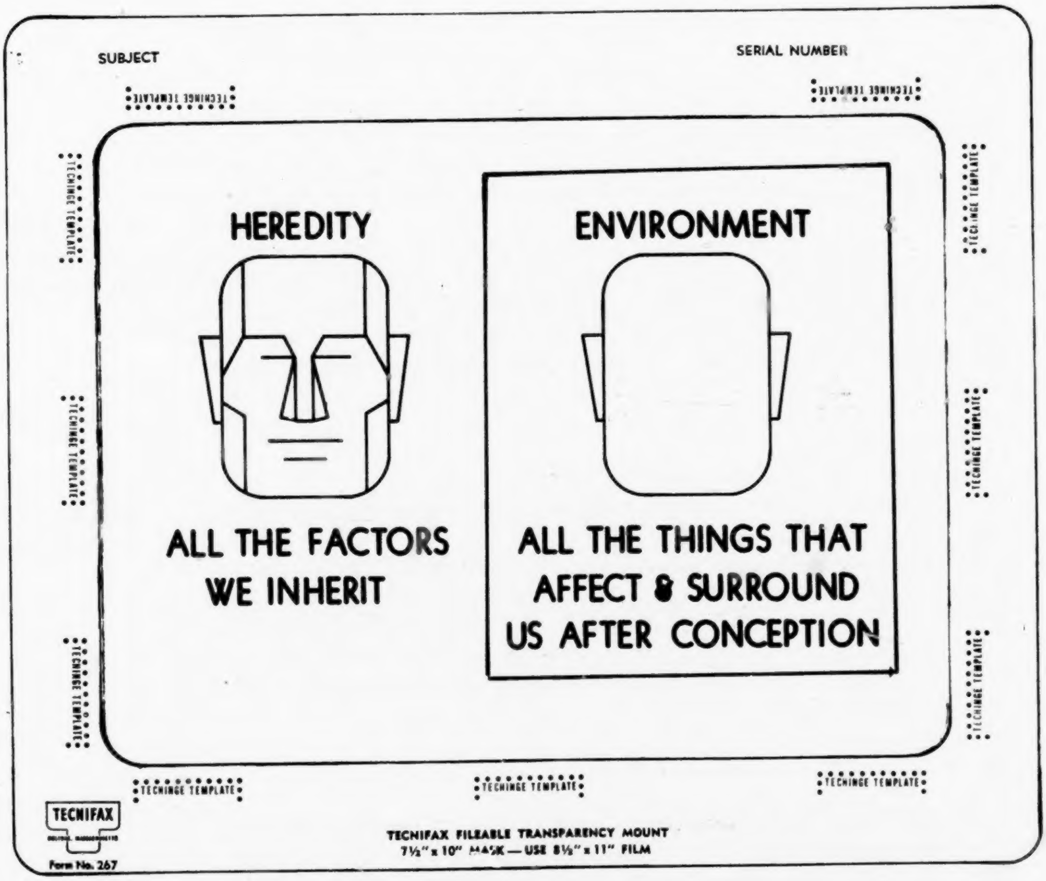
Environment is the conditions and influences under which one lives. In the field of the social sciences, environment is generally considered to be the most important factor affecting human growth. Although it may not have greater effect than heredity, it is important because it can be changed by conscious effort, and by so changing it, can influence to a large degree the growth patterns of the individual.

Definition: 'Environment"

a. Physical Environment.

Physical environment is the physical surroundings including persons or things that affect our lives. It includes the community in which we live, its wealth, facilities and people. It includes as well the outlook toward life of the people we live with, their standards, their employment, their means of recreation.

28.1 HEREDITY AND ENVIRONMENT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HEREDITY

ALL THE FACTORS
WE INHERIT

ENVIRONMENT

ALL THE THINGS THAT
AFFECT & SURROUND
US AFTER CONCEPTION

b. Psychological Environment.

This is how we see the physical environment, and how we allow it to affect us.

The total environment of a person is made up of both factors, and for this reason, no two people ever live in the same environment. For example, two brothers raised in the same family will have many environmental similarities, but there will also be differences. One will be an older child with a younger brother, and the other will be a younger child with an older brother. There are also psychological effects that might make the environments completely different.

Environment begins to affect a person immediately following conception. Before birth, growth and development are affected by the health, the diet and habits of the mother. This is called pre-natal environment.

c. Learning and Environment

Animals from birth are equipped by heredity with certain skills. Man, however, is different, and must learn from his environment. This process of learning, begins with birth to equip him with skill for living in his environment, is called mental growth. Physical growth includes all physical development, beginning with conception, through birth, childhood, maturity and old age.

At this point, ask students, "Besides these two kinds of growth, what other kinds are there?" "Can we define each kind of growth?" List answers on flip chart. Finished list should be similar to this. Students may include some areas which would come as sub-headings under each.

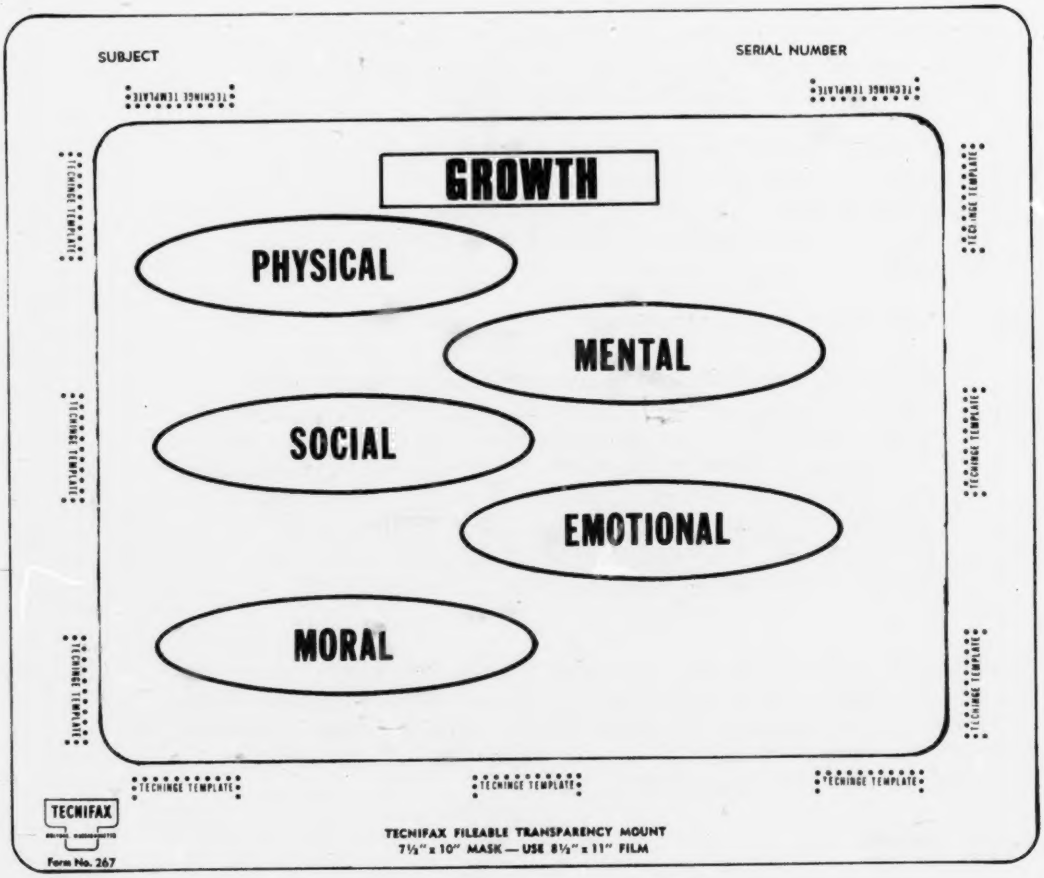
Flip chart.

Kinds of Growth:

1. Physical Development.

This includes all the various physical changes that take place during a person's life.

28.2 DIVISIONS OF GROWTH AND DEVELOPMENT



GROWTH

PHYSICAL

MENTAL

SOCIAL

EMOTIONAL

MORAL

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2. Mental Growth.

   This is the ability to gather and retain knowledge and to solve problems.

3. Social Growth.

   Covers all contact that an individual has with other people, and the adaptations he makes in his life to accommodate those people.

4. Emotional Growth.

   The ability to control one's own self.

5. Moral Growth.

   Has to do with the ability to distinguish between what is right or wrong in given situations.

Projectual 28.2 "Divisions of Growth and Development".

Divisions of Growth and Development.

Human growth and development is usually divided into periods that are associated with a certain set of developmental tasks.

1. Early Childhood.
   a. Achieves motor skills, control and coordination.
   b. Achieves independence in caring for himself as an individual.
   c. Achieves a rhythm of living in the culture imposed upon him.
   d. Learns the process of becoming part of a social group.
   e. Learns to give as well as receive affection.
   f. Learns to communicate.
   g. Learns to identify himself in relationship to adults and peers. (Peer: one of the same status; an equal.)

2. Later childhood.
    a. Broadens the concept of self.
    b. Establishes and maintains social roles with peer group.
    c. Seeks independence from adults.
    d. Begins to develop sexually.
    e. Develops a sense of modesty.
    f. Refines physical skills.
    g. Broadens intellectual skills.
3. Adolescence.
    a. Comes to terms with his own identity.
    b. Enters new social relationship with one's peers.
    c. Seeks independence from parents and adults.
    d. Begins to develop an economic social status.
    e. Achieves self-confidence.
    f. Develops a self-imposed value system.
4. Young Adults.
    a. Achieves social independence.
    b. Achieves economic independence.
    c. Establishes life time relationship with person of the opposite sex (marriage.)
    d. Achieves independence from parents.

Laws Governing Human Growth.

1. Growing is a continuous and orderly process.

2. It includes periods of acceleration and deceleration.

3. Different children develop at different rates.

4. Different types of development do not occur at the same rate in any one child.

5. Various influences can modify the rate of growth.

    a. Environment.

    b. Nutritional diet.

    c. Intellectual tone of the family.

6. Correlation rather than compensation for weaknesses is the rule. All kinds of development (physical, mental, emotional, social, and moral) work toward the over-all development of a child, rather than one of them becoming strong at the weakness of another.

7. Skills develop from the general to the specific.

8. There is a positive correlation between the physical and mental growth of a person.

9. The correlation between emotional growth and mental, social, physical and moral growth is positive and high.

10. Growth is dependent upon readiness.

11. Growth causes problems.

LESSON 29

COMMUNICATION 1 F 4 hours

USING YOUR VOICE

Behavioral Objectives:

1. Develops a speech which stresses clearness of meaning.
2. Demonstrates the ability to control his voice.
   a. Uses volume appropriate to his audience.
   b. Varies his pitch.
   c. Varies the rate of his speech to add emphases and meaning.
   d. Uses good diction.

Materials:

1. V.T.R.
2. Speaker stand.

Procedure:

1. Review Lesson 18, "Making Your Meaning Clear." — Review speeches
2. Each student will deliver his speech assigned for this lesson, which will be videotaped. — V.T.R.
3. After the speeches, the videotape will be played, stopping after each student's presentation for evaluation. The student will first comment on his own speech and progress, followed by suggestions by the other students, and then the coach will sum up the evaluations, and add his own.

Introduction.

Each of us has a voice which is different from that of every other person. We might feel that since our voice has been with us since babyhood that it is like our height - something that we have to live with. This is not true, however. Since our voice is for the most part made up of a group of speaking habits which we have acquired throughout our life, we can by changing these habits change our voice to make it a better tool with which to convey our thoughts and feelings to others.

Many things affect our voice: our size, temperament, energy level, attitudes, state of health, experiences, background, and education. Our voice in turn affects our personality, feelings, emotions, and attitudes.

Although we want to talk about making changes in our voice, remember not to try to imitate someone else. Your voice represents you! Make your voice convey your personality to the world around you.

There are a number of things about your voice which you can control.

1. Volume.

   Some people speak either too quietly or too loudly. This may simply be a habit - or it may be that they don't hear well, and don't know that they speak too loudly. We need to develop a range in our volume. How long would you keep a radio or television which had only one volume level?

2. Pitch.

   Voices vary in pitch from huskiness to shrillness. When the pitch remains on a single level, the voice sounds emotionless or unfeeling. Usually pitch is higher when we are excited. In interviewing or speaking, we must make a conscious effort to vary the pitch of our voice.

3. Rate.

   Most people speak at the rate of 125 to 160 words a minute. In order to be effective, remember:

   a. Don't speak so fast that you are not understood.

   b. Don't speak so slow that you seem dull or listless.

   c. Vary the rate according to your mood and the context.

4. Quality.

   Quality refers to resonance. A child has very little resonance. His voice is shrill, with little depth. As we grow older, our voices develop more quality. Varying the resonance produces different sound patterns, so that we can express friendliness, sterness, laughter, sadness, relaxation, fear, or anger.

5. Diction.

   This refers to a person's ability to use words and phrases as the vehicle of his thought. Enunciation refers to the distinctness of pronunciation. No matter how excellent the idea, if the words are formed so poorly that the audience cannot get their exact meaning, it detracts from the speaker's message.

ASSIGNMENT:

As this lesson stresses voice control, choose a reading, or a number of short readings, either prose or poetry, which will allow you to use voice control to transport the message. Practice at home until you are familiar with the reading and the meaning you wish to convey.

EVALUATION for Lesson 18, Making Your Meaning Clear.

1. Did the speaker establish his purpose?

0 2 4 6 8 10

2. Were the mechanics of the speech well organized?

0 1 2 3 4 5

3. Was the speech directed toward the audience?

0 1 2 3 4 5

4. Was the speaker's voice controlled?

0 1 2 3 4 5

5. Was the speaker's voice loud enough to be heard, but soft enough to be pleasing?

0 1 2 3 4 5

6. Did the speaker keep his speech within the time limit?

0 1 2 3 4 5

7. Did the speaker keep his meaning clear and understandable?

0 1 2 3 4 5

8. Did the speaker choose a subject which allowed him opportunity to clear up a misunderstanding?

0 1 2 3 4 5

Advance Preparation for Lesson 30

Role Play, "Where's My Coke?"

The coach will arrange for one of the students to assist him with the stimulus for this lesson. Just as the class convenes, the student should announce that he is going to go and get a coke. The coach asks him to get one for him also and gives him the money. When he comes back, he is carrying a coke which he has already started drinking, and a bar, which he is eating. The coach says loudly, "Where's my coke?" Student replies, "I wanted this bar, and I didn't have money for it other than your coke money." He should continue to eat the bar. Coach then says, "You mean you spent my money to buy yourself a bar!" Student replies, "That's right. I will pay you when I get the money."

LESSON 30

ORGANIZATIONAL 1 3 hours

ORGANIZATIONAL FINANCE

Behavioral Objective:

1. Understands the purpose of taxation.
2. Understands that when entrusted with organizational finance, there is also the responsibility to account for that finance.
3. Understands the chain of responsibility and accountability in governmental agencies.
4. Given a form and data, fills out an expense form.

Material:

1. Overhead projector.
2. Projectual 30.1 "Taxation and Representation."
   30.2 "Flow of Responsibility."
   30.3 "Social Welfare Organization."
   30.4 "School Organization."
3. Flip chart and pen.

Procedure:

In front of the other students, you and the student who is assisting you as described in the advance preparation will role play "Where's My Coke?" While the student is gone to get the coke, visit informally with the other students, waiting for him to return. (If more than one student goes for cokes, make sure that the student doesn't tip off the others that you are aware of his action in purchasing the candy bar. He should also be the last one back to the room, so that when you confront each other, all the class will hear it.)

When he comes back without your coke, say loudly, "Where's My Coke?" Student replies, "I wanted this bar, and I didn't have money for it other than your coke money." He should continue to eat the bar. Say, "You mean you spent my money to buy yourself a bar!" Student replies, "I'll pay you back."

Role play

Then ask the rest of the class, "What do you think about this guy! I gave him money and told him what to spend it for, and he spent it on something else!"

Encourage the class to discuss whether or not he had the right to spend your money for something he wanted.

Discussion.

After several of the students have expressed themselves, ask, "Is this always true, that if one person gives another money for a special purpose that he ought to use it only for that purpose?"

Finally, explain that this was a role play situation, and that you really do consider this particular student reliable.

The same basic principle that we have been discussing about acting responsibly with other people's money applies in business and governmental agencies and in the functions of the government itself.

Now we want to think about something else. Ask students "Where do taxes come from? Who pays taxes?" Write the last question on a flip chart. Record the essence of the answers you receive. The answer that you are looking for is that everyone does. Help students understand that taxes come from individuals, businesses, and organizations.

Flip chart "Questions-Taxes."

The discussion accompanying this question should lead to the next question?" How do we pay taxes? Again, write question and answers on flip chart. Some of the answers you will receive will be: Some pay income tax--some more than others. Everyone pays sales tax. Car owners pay a hidden tax on all gasoline. Smokers pay hidden taxes on all cigarettes and tobacco. Land owners pay taxes on their land. Businesses pay business tax.

Now ask, "Who gets the money collected by taxes?" The answer you will probably receive is that the government does.

Now show the film, "Tax is Not a Four-Letter Word."

Introduction.

The British democratic system is built on the principle that taxation gives you the right to vote. If you pay taxes, then the government you pay them to is answerable to you for how it spends them.

Projectual 30.1: "Taxation and Representation"

The less complicated the government, the fewer services it offers to the people, and consequently the fewer taxes it must collect from the people. There was a time when the government mainly offered protection to the people so it only collected taxes to keep an army, and to provide for the king and certain of his noblemen. Most governments today are extending a great many services to people which were formerly the responsibility of the individual, or were not offered at all.

As the number of services is expanded, the number of people involved in offering the services must also be expanded, and taxes must provide for their salaries and the equipment they use.

Have the students "brainstorm" as many services as possible that Canadian governments - federal, provincial, and municipal, provide citizens.

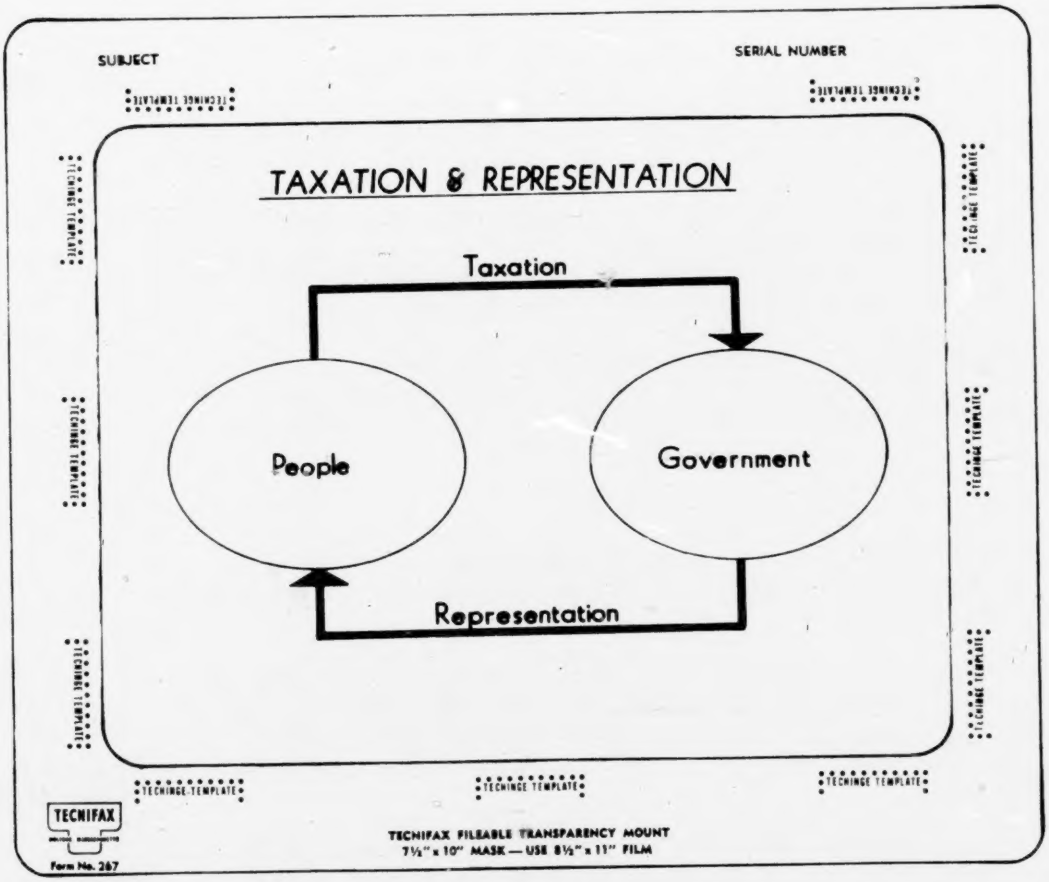
The list should include: education, welfare, health, law enforcement, parks and recreation, northern development, community services (this includes services offered by towns, cities and municipalities), roads, transportation, postal services.

Projectual 30.2: "Flow of Responsibility"

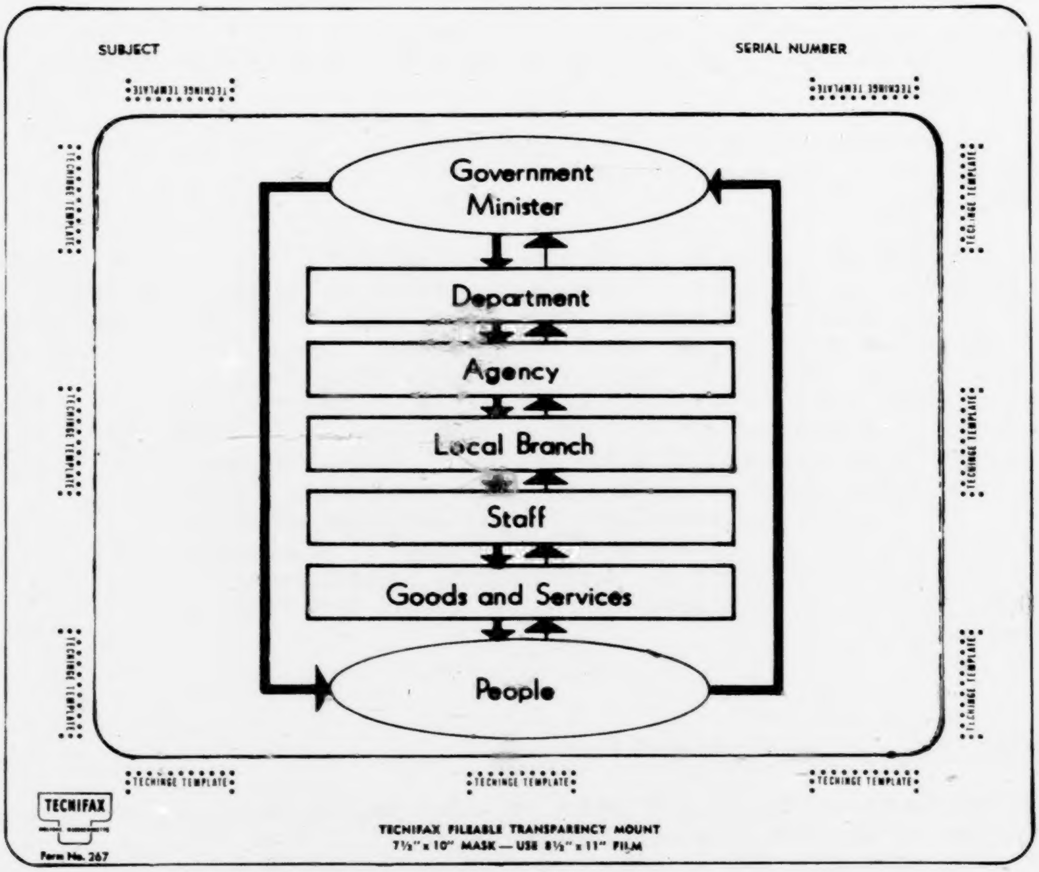
Overlay #1

Put first overlay, "The Flow of Money" on Projectual 30.2 This shows the flow of money going from the people to the government through taxation. The government then allots money to each department, which in turn allots money to each of its agencies. The agencies allot money to local branches, whose staff disburses the money through goods and services to the people. Discuss the projectual and the flow of money. Help the students to understand that all money collected in taxes returns eventually to individuals, businesses, and organizations, the same three groups who paid the taxes.

30.1 TAXATION AND REPRESENTATION


SUBJECT
SERIAL NUMBER
TAXATION & REPRESENTATION
Taxation
People
Government
Representation
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECHIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

30.2 FLOW OF RESPONSIBILITY


SUBJECT
SERIAL NUMBER
Government Minister
Department
Agency
Local Branch
Staff
Goods and Services
People
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Put second overlay, "The Flow of Accountability" on projectual. Notice that accountability begins with the people who receive the goods and services. Next, the staff who provided the goods and services are responsible to the agency. The agency in turn answers to the department who, through its minister, answers to the government. The government, then, must give an accounting to the people for the way their tax dollars were spent.

Now show Projectual 30.3, "Social Welfare Organization." Discuss the chain of command beginning with the minister, and discuss the part that each plays in deciding and carrying out the program.

Show Projectual 3(
"Social Welfare
Organization"

The overlay shows the chain of accountability, who answers to whom for the way the money is spent and how the service is administered.

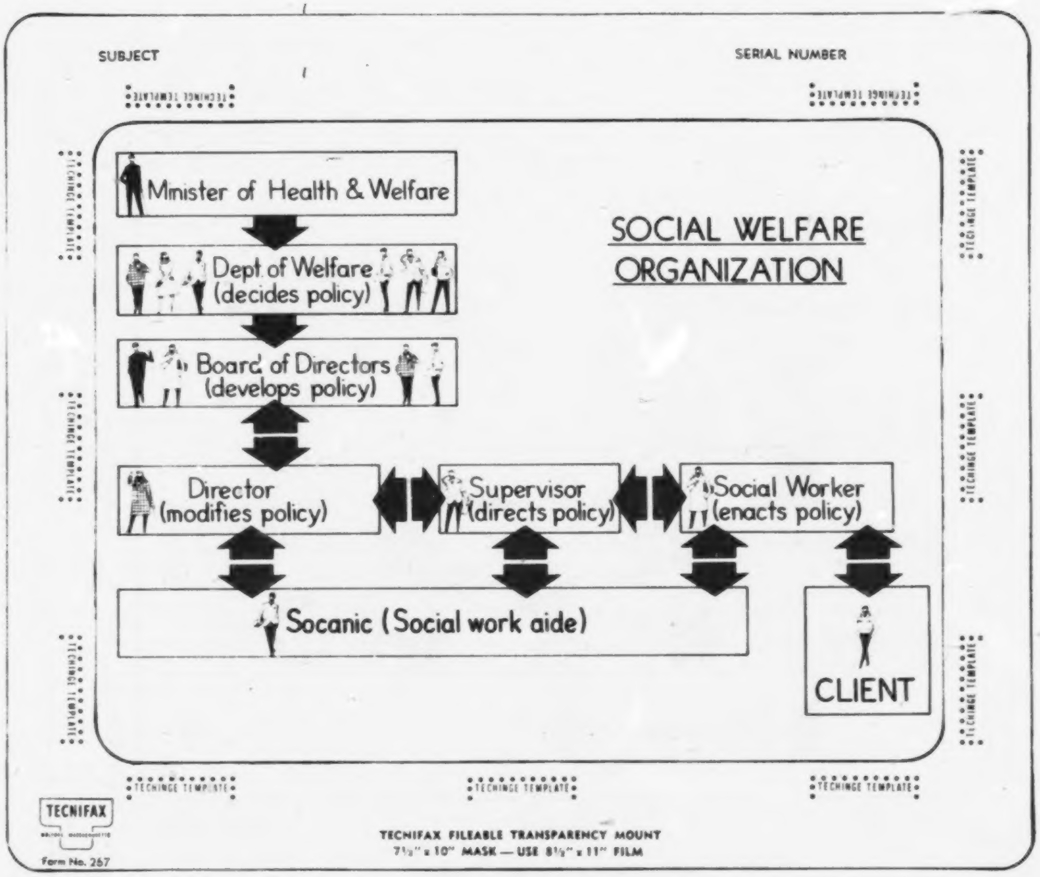
Next show the Projectual 30.4, "School Organization", again discussing the chain of command, and later, using the overlay, the chain of accountability. Notice that there is one basic difference between these two government agencies: much more power lays in the hands of the local school board than in other local boards, such as the board of directors for the local department of welfare. This can be explained by the fact that local schoolboards collect and administer taxes on the local level, which are never handled by the senior government. For this part of their income, they are responsible to the local tax payers, and not to the department of education. They become responsible to the department of education only for the funds that they receive in school grants from that department.

Projectual 30.4
"School
Organization"

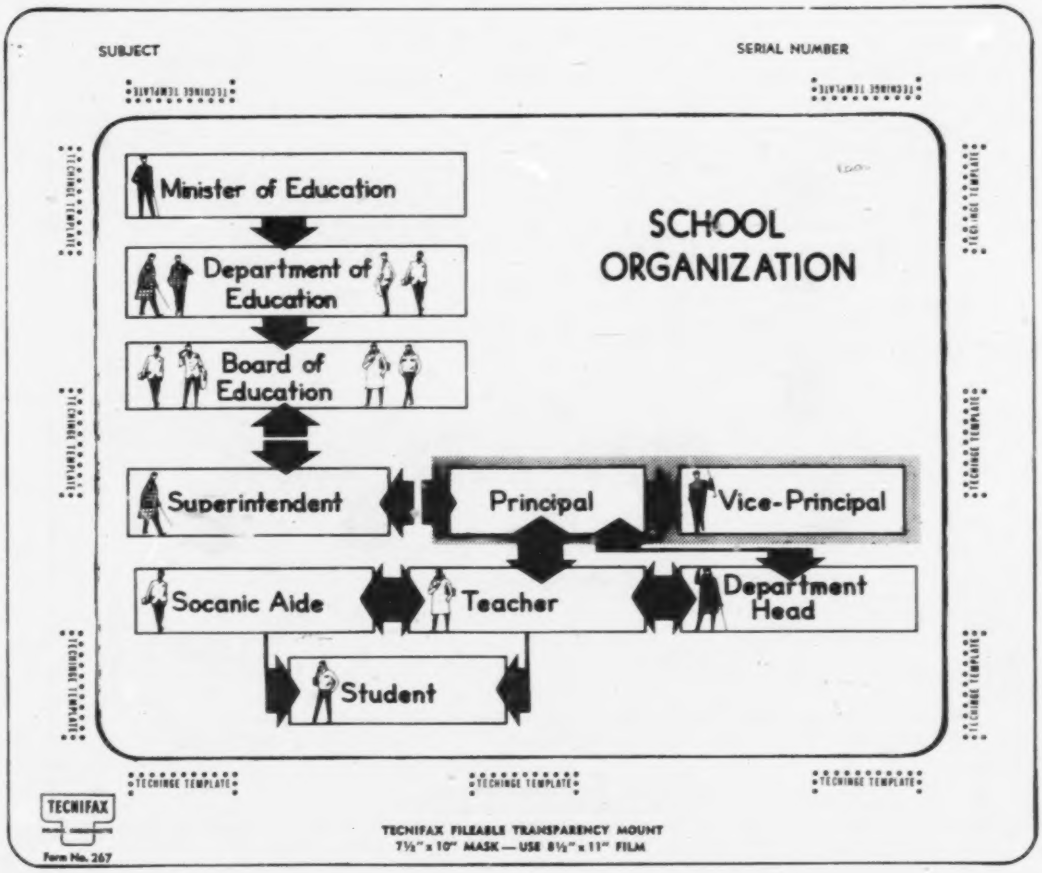
The Socanic and Organizational Finance

The importance to you, as a Socanic, of understanding the principle of the flow of money and accountability is that you will soon be working for an agency or organization which will be entrusting you with money. This may be in the form of a car, office supplies, or other materials. Or it may be in the area of goods and services which you are to disburse to clients. In any of these cases, you will be expected to give an exact accounting for money entrusted to you. Usually the staff of service organizations have expense accounts to cover the cost of travelling and accommodations when away from home, and a set method of bookkeeping to account for agency funds, including forms to fill out when expenses are incurred.

30.3 SOCIAL WELFARE ORGANIZATION


SUBJECT
SERIAL NUMBER
SOCIAL WELFARE ORGANIZATION
Minister of Health & Welfare
Dept. of Welfare (decides policy)
Board of Directors (develops policy)
Director (modifies policy)
Supervisor (directs policy)
Social Worker (enacts policy)
Socanic (Social work aide)
CLIENT
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

30.4 PUBLIC SCHOOL ORGANIZATION


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
SCHOOL ORGANIZATION
Minister of Education
Department of Education
Board of Education
Superintendent
Principal
Vice-Principal
Socanic Aide
Teacher
Department Head
Student
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Practice

[To help the student become more familiar with this procedure, hand out the form, Approval and Claim for Local Travel, Appendix A, and read the situation with the students.] Hand out Appendix A

You made a trip for your agency from Regina to Saskatoon (150 miles) to attend a meeting. Your expenses for hotels and meals eaten in the hotel were paid by the sponsoring organization. Fill out the Approval and Claim for Local Travel, to receive payment for driving your car. Two other persons travelled with you.

Discuss the claim after the students have filled it out. Notice they only have a claim for 300 miles @ 13¢ a mile as stated on the form. Extra persons do not affect the amount of the claim. Notice if any other legitimate expenditures are made, such as picking up material for the agency, another form is used for this. See General Claims, Appendix B. Hand out Appendix B

ASSIGNMENT

You make a trip for the agency to Ottawa. You fly Air Canada (ticket supplied by the agency). You are in Ottawa three nights with your hotel room costing you $15.00 per night. You have meals for three days, with breakfast costing $1.10, dinner, $3.00, and lunch, $1.50. Taxis from the air port to hotel cost $4.00 each way. You receive $50.00 travel advance. After the meeting, you and some people you got acquainted with at the meeting go sightseeing and spend $10.00 each. Fill out Travel Authorization and Claim, which you should submit to the coach, who will act as agency supervisor. Then fill out the rest of the form to claim reimbursement, which you should then submit to the coach again. Hand out Appendix C

Allow 15 minutes

The coach will role play the position of agency supervisor for each of the students. See that the students have the first ten questions filled out. You will then sign the approval and give it back to them. Their reasons for going will be different, as this information is not supplied. Then (after their return) they will resubmit to you the completed form. Check to see that all expenses claimed are legitimate company expenses. They are not allowed to claim the $10.00 spent on sightseeing. Do not accept the form until the students have made receipts that they can produce to substantiate their claims. Role play

APPENDIX A

APPROVAL AND CLAIM FOR LOCAL TRAVEL

Business mileage in own car - 13¢ per mile.

NAME ______________________ DEPARTMENT ______________________

REASON FOR TRAVEL ______________________

TRAVEL APPROVED ______________________ DATE ______________________
(Division Head)

DATE	MILES	DATE	MILES	DATE	MILES
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	
				31	

TOTAL MILES ______________________ AMOUNT CLAIMED $ ______________________

SIGNATURE OF CLAIMANT ______________________

APPROVED ______________________ PAYMENT RECOMMENDED ______________________
(Division Head)

GENERAL CLAIM

1. NAME ______________________ 2. DIVISION ______________________

3. REASON FOR CLAIM ______________________________

____

____

____

4. DETAILS OF CLAIM

______________________	$ ______________________
______________________	$ ______________________
______________________	$ ______________________
______________________	$ ______________________
TOTAL CLAIM	$ ______________________

5. DATE ______________ 6. SIGNATURE ______________________
(Claimant)

7. PAYMENT RECOMMENDED ______________________
(Division Manager)

8. PAYMENT APPROVED ______________________
(General Manager)

NOTE: THIS FORM IS TO BE USED FOR ALL CLAIMS FOR REIMBURSEMENT OF EXPENDITURES WITH THE EXCEPTION OF TRAVEL CLAIMS. ATTACH ALL REQUIRED SUPPORTING DOCUMENTS.

TRAVEL AUTHORIZATION AND CLAIM

1. Name ______________________ 2. Division ______________

3. Purpose of Travel ______________________________

____

____

4. Date of Departure ______________ 5. Date of Return ______________

6. Destination(s):

From	To	Date	Method of Travel*

7. Accommodation Requested:

Place	Date

8. Amount of Travel Advance requested: $ ____________

9. Date ______________ 10. Signature ______________ (Employee)

11. Travel Recommended ______________ (Division Manager) 12. Travel Approved ______________ (Gen. Mgr./Exec. Director)

13. Transportation and Accommodation Arranged and Confirmed ______________ (Co-ordinator)

14. Travel Advance Provided ______________ (Secretary Treasurer)

* Indicate one or more of the following: (a) aircraft (b) train (c) bus (d) car rental (e) Corporation car (f) private car; Corporation request (g) private car--employee request (h) other (specify).

15. CLAIM

EXPENSE ITEM	DATE					TOTAL
Aircraft						
Car Rental						
Taxis						
Private Car ______ miles						
Other ________________						
Accommodation						
Meals & Personal						
Telephone (Long Distance)						
Foreign Exchange (Bank Chgs.)						
Other (Specify)						
TOTALS						
Advance Received						
Refund Attached or Amount Claimed						$

16. Expenses charged to the Corporation (Must be supported by invoices)

____ $ ____________________

____ ____________________

____ ____________________

17. Claim Certified Correct ____________ (Employee)

18. Payment Recommended ____________ (Division Manager)

19. Claim Approved ____________ (Secretary Treasurer)

20. Refund Received
or Claim Paid ____________ (Accountant)

21. Remarks ____

____

LESSON 31

HUMAN GROWTH 2 2 hours

FROM BIRTH TO ONE YEAR

Behavioral Objectives:

1. To understand the development stages of an infant from birth to one year.

Material:

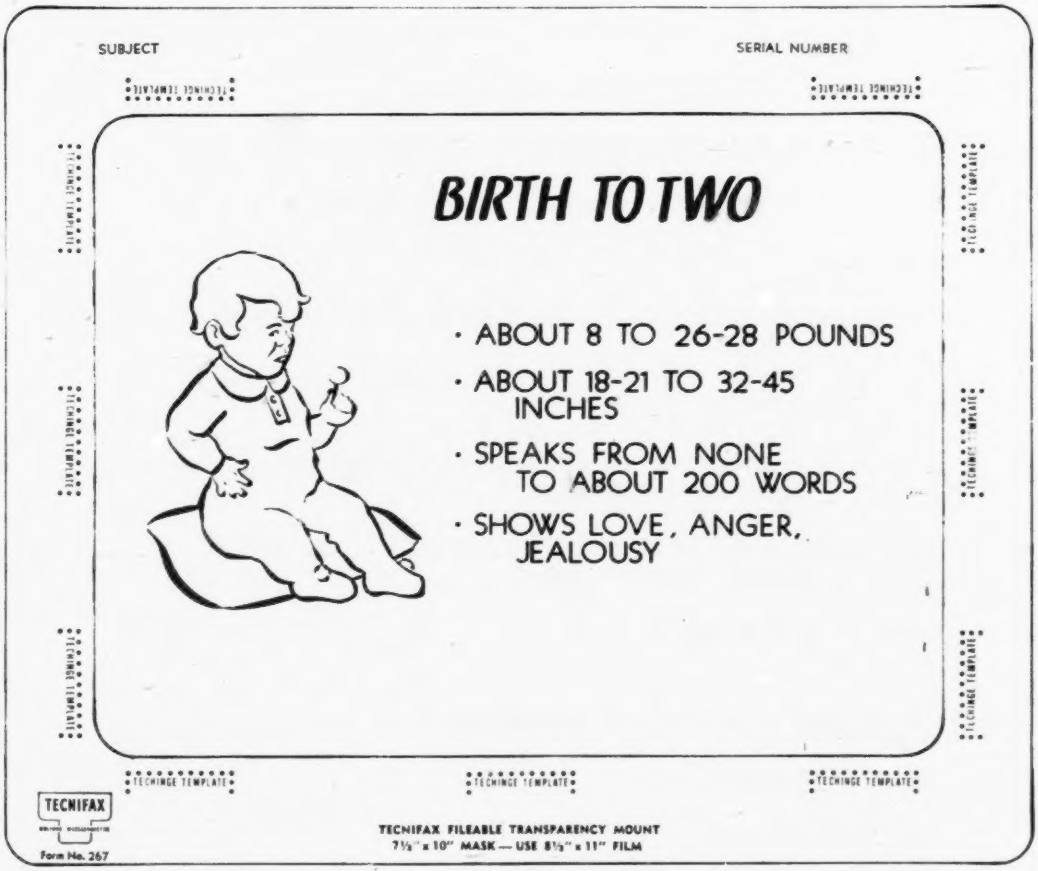
1. Film projector.
2. Film, "Birth to Two".
3. Overhead Projector.
4. Projectual 31.1 Development to Two Years

Procedure:

1. Show the film. Film.
2. Hand out the lesson sheets, and go over the material briefly. Hand out lesson sheets.
3. Discuss the growth of an infant from birth to one, encouraging the students to give examples of children that they have known personally to illustrate growth patterns.
4. Show right side of projectual. Projectual: 31.1

1. Physical Development
   a. Height:
      (1) First year - grows 9 inches.

31.1 DEVELOPMENT TO TWO YEARS


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

BIRTH TO TWO

- ABOUT 8 TO 26-28 POUNDS
- ABOUT 18-21 TO 32-45 INCHES
- SPEAKS FROM NONE TO ABOUT 200 WORDS
- SHOWS LOVE, ANGER, JEALOUSY

      - (2) Second year - 3 - 4 inches.
   - b. Weight:
      - (1) By 5 months - doubles birth weight.
      - (2) By 12 months - triples birth weight.
      - (3) By 2 years - weighs 26 - 28 pounds.
   - c. Fontanels: (Soft spots on baby's head)
      - (1) Posterior (back) closes at 2 months.
      - (2) Anterior (front) closes at 12-18 months.
   - d. Teething:
      - (1) Develops lower central incisors at 5 - 8 months.
         - (a) May be preceded by salivation at 3 - 4 months.
         - (b) Accompanied by irritability, loss of appetite "mouthing."
      - (2) Usually has six teeth at 12 months - one for every month up to 1 year.
   - e. Tears - at 2 months.

2. Motor Development (control of the muscles)
   - a. Basic Principles:
      - (1) Head to foot.
      - (2) Body to extremities.
      - (3) General to specific - gross to finer.
   - b. Dependent on:
      - (1) Eye-hand coordination.

(2) Inherent desire.

(3) Social encouragement (environment).

Note: Spurts, plateaus and regressions are normal in neuromuscular (the mind controlling the muscles) development.

c. Rate of Development:

(1) One Month:

(a) Can lift head from time to time when held to shoulder.

(b) Turns head from side to side in prone position.

(c) Makes crawling movements and can push with feet against hard surface to move head (passage reflex).

(d) "Dance" and tonic-nick reflex present. Cannot hold head still in one position.

(e) Can grasp and immediately release an object.

(f) Can follow object to midline of vision.

(2) Two Months:

(a) Can lift chest short distance above table surface when on abdomen.

(b) Can turn from side to back.

(c) Can hold rattle for brief time.

(d) Tonic-neck reflex disappearing.

(e) Eyes follow object or moving light.

(3) Three to Four Months:

(a) Holds head erect when held to shoulder.

   - (b) Looks at hands when they come within range of vision.
   - (c) Can turn from back to side.
   - (d) "Dance" reflex lost at 3 months, and tonic-neck reflex at 4 months.

(4) Five months:

   - (a) Sits with slight support.
   - (b) Grasps objects with whole hand.
   - (c) "Moro" reflex lost.

(5) Six months:

   - (a) Sits momentarily with support.
   - (b) Can completely turn over (accident factor).
   - (c) Bangs rattle or spoon.
   - (d) May bring objects to mouth for investigation (accident factor).

(6) Seven Months:

   - (a) Plays with feet and tries to put them in mouth.
   - (b) Bounces when held in standing position.
   - (c) Approaches, grasps and can transfer a toy from one hand to the other.

(7) Eight Months:

   - (a) Sits alone.
   - (b) Can pick things up with finger and thumb. (accident factor).

(8) Nine Months:

- (a) Sits alone.
- (b) Crawls either by hitching or on all fours (accident factor).

(9) Ten Months:

- (a) Pulls self to feet.
- (b) Starts to feed self cracker or cookie.
- (c) Releases objects.
- (d) Brings hands together (plays patty-cake).

(10) Eleven-Twelve Months:

- (a) Stands with support at 11 months.
- (b) Walks with help at 12 months.
- (c) Can go from standing to sitting position without help.
- (d) Can drink from cup, and finger feed.
- (e) Can pull off socks, put hand through sleeve.
- (f) Can hold crayon and mark on paper.

3. Language Development.

a. Dependent on:

- (1) First language uses tone and loudness to denote needs and desires.
- (2) Crying becomes differentiated at 2 months.
- (3) Babbles, coos, squeals at 3 - 4 months.
- (4) Begins to imitate sounds at 9 months.

(5) Says 1 - 2 words and imitates adult's inflection.

(6) Vocabulary growth is slow (4 words) because baby is involved with learning to walk.

4. Social Development

a. Influencing factors:

(1) Associated with mother, family or mothering person.

b. Socialization:

(1) Basically self-centered.

(2) "Social smile" in response to another's smile at 2 - 3 months.

(a) Smiles in response to mother's face at 3 months.

(b) Smiles in response to other's smiles at 4 months.

(c) Initiates social play by smiling at 4 months.

(3) Pays attention to speaking voice at 2 months.

(4) Shows increasing interest in other members of family and enjoys people around him at 4 months.

(5) Begins to recognize strangers at 5 - 6 months.

(6) Shows fear of strangers at 7 - 8 months.

(7) Plays simple games such as "bye-bye", "peek-a-boo," etc., at 10 months.

(8) Recognizes the meaning of "no-no".

(9) Loves rhythms.

5. Emotional Development

   a. Dependent on:

      (1) Pleasant and unpleasant experiences and reactions of self with others.

      (2) Cries easily when denied something and thrashes about when frustrated at 6 months.

      (3) Shows emotional instability by easy and quick changes from crying to laughing at 7 - 8 months.

      (4) Affection or love of family appears at 8 months.

      (5) Cries when scolded at 9 months.

      (6) Shows jealousy, anger, etc., at 12 months.

Review with projectual. Projectual 31.1

LESSON 32

COMMUNICATION 1 H 4 hours

MAKING YOUR SPEECH MEMORABLE

Behavioral Objectives:

1. Reads aloud one or more selections using voice control to interpret the meaning.
2. Understands means of improving one's memory.
3. Applies memory devices when speaking to make the speech memorable.

Materials:

1. V.T.R.

Procedure:

1. Review Lesson 29, Using Your Voice.
2. Each student presents his reading. Record the readings on V.T.R.
3. The student evaluates his own readings first, followed by the evaluation by the other students and the coach. The coach should fill out the evaluation form, summarizing all evaluations, and give it to the student for filing.

Speeches
V.T.R.
Replay

Introduction .

This lesson is going to deal with two aspects which will be important to the Socanic: First it will deal with making our speaking memorable to our audience. We need to consider the importance of preparing material and presenting it in such a way that it will be remembered by our listeners. In addition, we will learn some ways of improving our own memory. Knowing how the human memory works will help us when we are trying to get others to remember our message.

We are often caused embarrassment because of the things we forget: the names of people we have met, important dates, addresses or phone numbers. All of us at times wish that we had such a memory that could recall all sorts of information. Although it is embarrassing at times to forget important things, it would be very difficult for us to survive if we did not have this mechanism which allows us to forget. Forgetting is one of the protective devices built into the human body, for we could not long survive if we recalled all of the pain, the slights, the hurt feelings that come our way. In fact, the people who remember this sort of thing lead very miserable existances.

Psychologists say that humans never forget anything, but that every day we put a layer of new knowledge over what we already have stored in our minds, and when we get enough new knowledge covering a particular item, the mind simply can no longer recall it. But maybe many years later, in dealing with a similar problem, the mind will recall the information again and use it to help us through the new situation. Many times we do not even remember when we first learned how to do something. We should notice that those things which are easiest to recall are the things near the surface of the stored information which has had very little time to be covered deeply, or the things which we use often which have formed habit patterns in our minds. It is possible for a person to memorize almost any item either by using it a great number of times, or by frequently calling it to mind, keeping it near the surface of memory.

But whatever we choose to remember, we must choose at the expense of something else, for a person only has the ability to remember a given number of things.

Since there is only a limited number of items that each of us is going to be able to recall quickly, we need to select those items which will be the most useful to us to store in our minds.

Ways of Improving Memory, or selecting the things we are going to be able to recall.

You will remember:

What you pay close attention to. The things upon which we concentrate, or which we receive by more than one of our five senses have a better chance of being recalled. If you hear something, then write it down, look at it, and later use it or come back and read it, you are increasing the possibility of being able to recall it at a later date.

What you care deeply about. You are much more likely to forget to pay a bill next month, than you are to forget to pick up your cheque. You are more likely to forget that you lost a bet than that you won one. It is easier to forget from whom you borrowed an item, than it is to forget who borrowed an item from you. We remember the things we place the most value on. We seldom forget the names of our own close friends, but readily forget the names of passing acquaintances. One device which helps us remember important facts is deciding its value to us. If you know you need something, you are going to remember it much longer.

What is clearly understood. If you hear information that is mixed up, you will probably be unable to recall it a short time later. If you fully understand the workings and the functions of something, you will find it easy to remember. You will remember well the details of your own work, but will probably have difficulty remembering even the broad categories of someone else's work about which you understand very little.

What is vividly experienced. Things that you have actually participated in are going to remain in your memory much longer than things you have heard about or read about.

What is associated with important times. Each of you can probably remember some things from early childhood, but most of these memories will be dated by some event that was important to you at the time--the visit of someone that was close to you, making a trip to a special place, a situation arising from some specific danger or need. Things associated with highlights in our lives are remembered in great detail, while much larger things without such association are forgotten.

Memory Devices.

1. It often becomes easier to remember something if it is organized into a numbered list.

2. Items should be composed in sentences which have parallel grammatical form. Notice the list, "Ways to Improve Your Memory" all begin with "what".

3. Words or phrases should be repeated in each line.

4. Statements should be rephrased into rhythmatical patterns, a device often used by advertisers who want their slogans remembered.

5. In memorizing a long list of terms, it often helps to memorize the last line first, then the line before it, and so on backwards to the beginning, as we often forget the last lines and the last part of the information that we memorize. This device gives us more time on the latter part of the work, which is more frequently forgotten.

6. In order to memorize long numbers, break them down into smaller units. For example, a seven digit telephone number becomes difficult to remember but when it is broken down into three numbers and then four, most people can remember the number quite easily. The government uses this system on our Social Insurance numbers, breaking a nine digit number which would be very difficult to remember, into three three-digit numbers.

Applying What We Know About Memory to our Speeches.

1. Use emphases to focus attention upon important points.

2. Use a clear, defined purpose and well studied material to make sure the message is not vague.

3. Use dramatic illustrations to make your speech memorable.

4. Apply what you say to your listeners, so they can personally become involved.

5. Relate your speech to fundamental values and urgent issues to help your listeners associate it with real values.

ASSIGNMENT:

1. Give a speech, 5 to 7 minutes in length, using the principles which aid memory. Try to phrase your essential points in striking phrases and repeat them in different ways throughout your speech to focus the listener's attention upon them.

EVALUATION for Lesson 29, Using Your Voice.

1. Did the reading give him opportunity to demonstrate voice control?

   0 1 2 3 4 5

2. Did he vary the volume to add meaning to the reading?

   0 1 2 3 4 5

3. Did he vary the pitch to add to the interpretation of the reading?

   0 1 2 3 4 5

4. Was his rate of reading appropriate?

   0 1 2 3 4 5

5. Did he display good quality of voice?

   0 1 2 3 4 5

LESSON 33

HUMAN GROWTH 3 2 hours

ONE TO THREE YEAR OLDS

Behavioral Objectives:

1. To understand the development stages of one to three year old children.

Material:

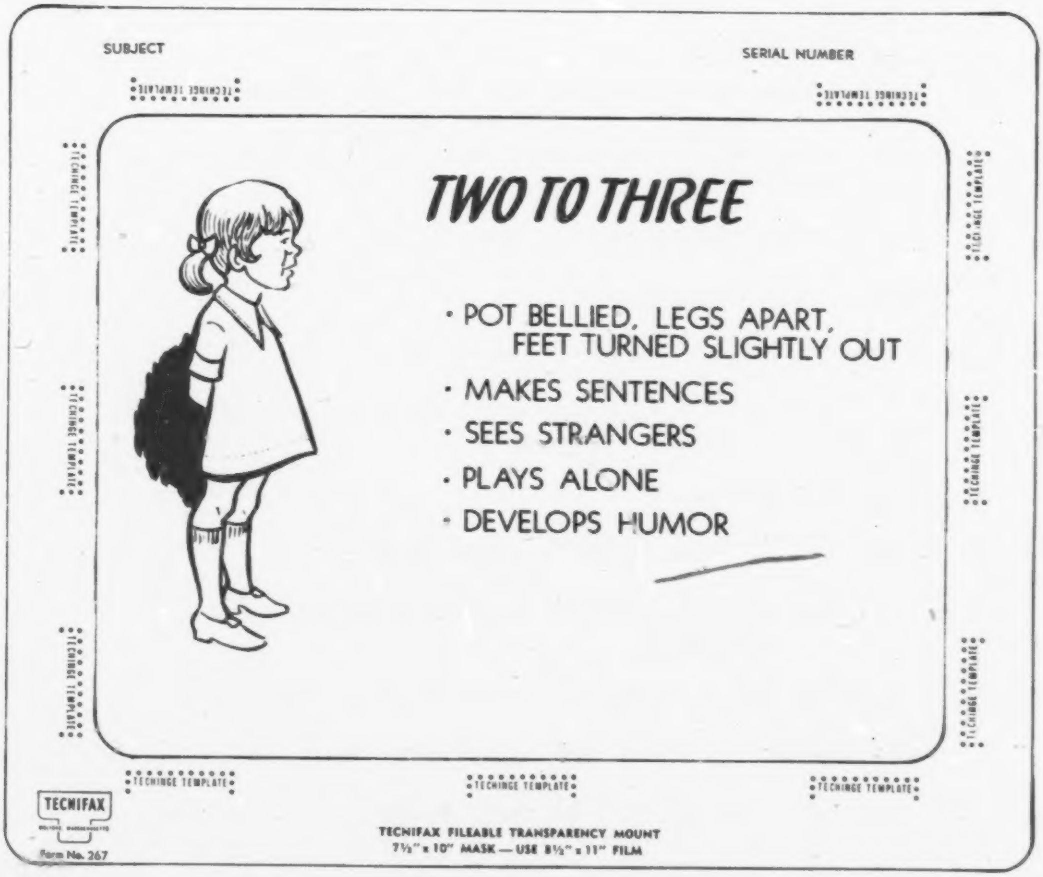
1. Film projector.
2. Film, "Two's and three's"
3. Overhead projector.
4. Projectual 33.1, "Two's and Three's".

Procedure:

1. Show the film. Film.
2. Hand out the lesson sheets, and go over the material briefly.
3. Show right side of projectual. Projectual 33.1 "Two's and Three's"
4. Discuss the development of a child from one to three years old, encouraging the students to give examples of children that they have known personally to illustrate growth and development patterns.

1. Physical Development
    - a. Two years:
        - (1) Has quadrupled birth weight - 26-28 pounds.

33.1 TWO'S AND THREE'S


SUBJECT
SERIAL NUMBER
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

TWO TO THREE

- POT BELLIED, LEGS APART,
  FEET TURNED SLIGHTLY OUT
- MAKES SENTENCES
- SEES STRANGERS
- PLAYS ALONE
- DEVELOPS HUMOR

(2) Height is approximately 32-33 inches.

(3) Has approximately 16 temporary teeth.

(4) Posture - "Pot belly" with legs apart, and feet turned out slightly for equilibrium (demonstrate).

2. Motor Development

a. Fifteen months (generally has reached a plateau):

(1) At 14 months walks with wide-based gait to steady self.

(2) Creeps up stairs.

(3) Hand coordination.

(a) Builds tower of two blocks.

(b) Grasps whole cup and spoon, but may spill contents.

b. Eighteen months.

(1) Seldom falls in walking and running.

(a) At 16-17 months can walk sideways and backward.

(b) May lean body forward slightly in running.

(2) Climbs up chairs and onto furniture.

(a) Can sit self in small chair.

(3) Hand coordination:

(a) Scribbles, can draw straight line.

(b) Can throw ball, put peg in hole.

(c) Build tower of 3 blocks.

(d) Can drink well from cup, but may still spill from spoon.

(4) Beginning of bowel training.

c. Two years:

(1) May run away, can jump (with falls).

(2) Walks up and down stairs, both feet on one step at a time.

(3) Hand coordination:

(a) Imitates vertical lines -- more controlled scribbling.

(b) Can open doors by turning knob.

(c) Can build tower of 5 blocks, and make a train.

(d) Can feed self from glass and spoon.

(4) Indicates when diaper is wet.

(5) Toilet trained in daytime.

(6) Helps to undress and dress with assistance.

(7) Can wash hands with assistance.

3. Language Development.

a. Dependent on:

(1) Association and interests.

(2) Enunciation and understanding of his associates.

(3) Must be talked to at his level simply and directly (demonstrate).

b. Fifteen months:

(1) Uses jargon.

(2) May vocalize and point to a desired object.

(3) Needs familiar objects and pictures (linen picture book). Pats pictures and turns pages.

c. Eighteen months:

(1) Knows 10 words and uses phrases composed of nouns and adjectives.

d. Two years:

(1) Has vocabulary of approximately 300 words.

(2) Makes short sentences of 3 - 4 words.

4. Social Development.

a. Eighteen months:

(1) Increasingly aware of strangers.

(2) Solitary play predominant.

(3) Very curious and explorative (accidents).

b. Two years:

(1) Would like to make friends with other children but pushes and pulls them like objects which may end in scrap.

(2) Enjoys parallel play, plays alongside other children rather than with them. Short attention span (5 - 10 minutes).

(a) Likes push and pull toys, manipulative toys (beads, knobs, peg boards).

(b) May be taught to replace toys in proper place.

(3) Begins to mimic parents' activities (development of humor).

(4) Enjoys storytelling with pictures.

(5) Does not know right from wrong.

5. Emotional Development.

a. Eighteen months:

(1) Dependency needs may be manifested by:

(a) Difficulty in going to sleep.

(b) Thumb sucking.

(c) Toting favorite toy or blanket.

(2) Independence may be manifested by temper tantrums.

b. Two years:

(1) Shows increasing signs of individuality.

(2) Violent temper tantrums and thumb sucking decrease.

(3) May fear parents' leaving or change of surroundings (separation anxiety).

(4) Develops signs of fear, i.e., rain, wind, dark, trains.

(5) Develops humor and love.

Show the projectual, both sides; review and apply to children of group acquaintances in discussion.

LESSON 34

COMMUNICATION 3 E 3 hours

QUESTIONING

Behavioral Objective:

1. Asks questions to get needed information.
    a. Uses 5-WH questions to get factual information.
    b. Uses leading questions to help another person express himself.
    c. Uses questions to stimulate thinking and to gain additional information.

Material:

V.T.R.

QUESTIONING.

Introduction.

In any communicative exchange, there is a need for one person to find out specific information from another. To get information from another person, we use some form of questioning technique, either direct questioning on the subject, or some means of indirect approach. As Socanics, we will be working often with people who have information we must know, so we will need to understand some of the techniques of asking good questions to develop or to find the information that we desire.

Questioning becomes a basic part of interviewing, and the skills learned in this lesson will be applied directly in the interviewing lessons. Also questioning is one of the chief

4

means by which we provide stimulation to motivate other persons, and is an often used tool in the hands of community leaders to gain support for ideas and to keep abreast of the thinking in the community.

The Purpose of Questioning.

1. Questions stimulate thinking; they create a motivation for learning.
2. Questions generate mental activity.
3. Questions help accumulate data and develop thinking.
4. Questions provide a means of evaluating.
5. Questions provide a means of obtaining facts from other people.
6. Questions provide an effective method of classifying two-way communication during a discussion.
7. Questions provide a means of control in discussions.

The ability to use questions effectively depends upon developing our sensitivities or feelings. We must be able to use questions to help a client express himself.

Types of Questions.

Questions can be classified many ways. They can be classified according to the type of response that the questioner anticipates, the type of information for which he is seeking, the methods of encouraging participation. Within the Socanics context, we would like to look at some types of questions.

Leading questions are designed to help the person think through a problem, and arrive at the correct answer. When working as a Socanic, a person may come to you with a problem for which you feel he already knows the answer - he just needs to verbalize it. As an interviewer or person in a helping relationship, it will be your responsibility to help him identify a workable solution. You might only need to use leading questions to help him solve his problem.

Factual questions are asked so that the speaker can obtain certain facts. They are used to gain information or open a discussion. Usually the fact seeking questions begin with who, why, when, where, what, or how. Sometimes you will see these referred to as the 5W-H questions. They are often used because they are easy to ask and it is easy to decide if the answer you get is right or wrong. They are used to a limited degree in interviewing as the person being questioned usually feels he only needs to give a specific amount of information to answer the question.

The problem question is used to stimulate and to challenge thinking. It is used to set up problems that might have a number of factors and perhaps some controversial elements. Problem questions are used to help clients make sound application of knowledge in dealing with specific problems.

Attitudinal questions are used to help the client bring out his feelings. E.g.: "How do you feel about . . .?" "Do you feel the same way as Ken does?"

The broadening question is designed to find additional information on a subject under discussion. "What are other factors in the situation?" "Is this the only thing we need to consider before coming to a conclusion?"

The challenging question might be used to challenge an old idea, a mode of behavior, the reason behind an action.

The hypothetical question considers something which does not actually exist. "Suppose we would do it this way? What would happen?" All of the "if" questions are included in this category as well as "Is it possible" questions. Hypothetical questions are used to find opinions, to develop new ideas, to change the course of a discussion.

Alternate questions help the client make a decision between two alternates, to establish agreement. "What is the best method?" "Which of these would you choose?"

The Direction of the Question.

The Overhead question is directed toward a group, or, if interviewing a single person, leads him into opening a discussion. It may introduce a new phase of a discussion. It gives others a chance to comment. E.g.: "What should we consider next?" "What else might be important?"

The Direct question calls upon a specific person, or asks specific information.

The Relay question. The questioner, in an attempt to avoid giving his own opinion, relays the question to someone else. In a group setting, he relays it to another person in the group. In a counselling or interviewing session, it could involve relaying the question on to another person with more training.

The Reverse question. When a client has asked a question, you give him some help, but rather than giving your own opinion, you return the question to the client and encourage him to express his opinion upon it. It could be something like "Will you tell us what you have been thinking on this subject?" or "What's your opinion?"

Factors to Develop in Asking Questions.

1. Questions: should be phrased clearly and concisely.
2. Should be worded to require the participant to draw upon his own experiences.
3. Should require the expansion of the client's viewpoint.
4. Should be asked in such a way to encourage the client to discuss the issue further.

Questions should not:

1. Permit a yes or no answer, with no further discussion.
2. Be worded so that its answer will end the discussion.
3. Should not arouse antagonism in the client.
4. Discuss topics of a personal nature, which do not add to the interview.
5. Be worded in such a way as to force an answer upon the client. "You do agree, don't you?"

In order to practice the questioning skills, have members of the group role play the situation in Appendix A. In each case the first player will not be aware of the information that the second player has been given to play his role. Videotape the role play situation. Ask the rest of the class to write down any questions they feel the questioner should have asked. If someone else wishes to take the place of the first player after the role play ends, he may do so.

V.T.R.

Students record questions individually.

Replay the videotape, examining each of his questions to see if he obtained new and needed information. Replay the tape again to see if the player asked the type of questions that best suited the situation to gain the information that he needed. Discuss the questions the other students would have asked, if they had been playing the role, and identify the type of information they felt they would have gained from their questions. Choose another pair of students and in the same manner introduce the second role play circumstance. But this time, have the students, as soon as they hear the subject of the role play, record on their paper the type of questions they think will gain the information needed. They will again record questions they feel should have been asked during the role play.

Replay videotape.

V.T.R.

Following the second role play, allow a free discussion during and after the video replay. If a student feels he could have done a better job from any point, begin the role play from that point with him asking the questions.

Discussion.

You might want to save one of the role plays to try on another day for review.

Tell the students that the skill of questioning is going to play an important part, not only in their lives as Socanics, but in many of the classes left in the Socanics course. These skills will be practiced again in each of the Interview lessons, and in the lessons on Motivation and Leadership.

APPENDIX A

Role Play Situations.

Role Play #1

First Player. You are a police aid questioning a witness to a car accident who has come to the police station to make a statement. You have already taken a short statement from each of the drivers. The first driver states that he was driving down a through street, in a blue, 1969 Ford, when another car came through the stop sign. He hit it, having no opportunity to stop. The second, an older man, driving a red and white 1970 Plymouth states that he saw the other car way down the block, and under normal circumstances would have had plenty of time to get on the street. But because of the speed of the first car, he was caught and the other driver rammed into his left rear fender. The police has to decide whether either should be charged, whether both should be charged, and with what.

Second Player. You are a young housewife who, while working in your front yard, witnessed an accident in the street in front of your house. You know that both drivers have talked to the police officer, but you do not know what was said. You were first aware of trouble when you heard the brakes of the cars. When you looked up you saw a blue car attempting to stop, and as you watched, this car struck a red and white car, knocking this car onto the sidewalk across the street from you. After the collision, the blue car crossed the street and hit a tree in front of your house. There was only one man in each car. Both of them were able to get out of their cars and discuss the accident. You called the police from your home phone, and when they arrived, you volunteered the information that you had seen the accident. You would like to help the police, but you do not give any information that is not asked for.

LESSON 35

HUMAN GROWTH 4 3 hours

THREE TO SIX YEAR OLDS

Behavioral Objectives:

1. To understand the development stages of children three to six years old.

Material:

1. Film projector.
2. Film, "Fours and Fives "
3. Arrange for a guest speaker, a pediatrician, or a pediatric nurse to discuss the growth and development of preschool age children.
4. Overhead projector.
5. Projectual 35.1, "Three to Six Year Olds".

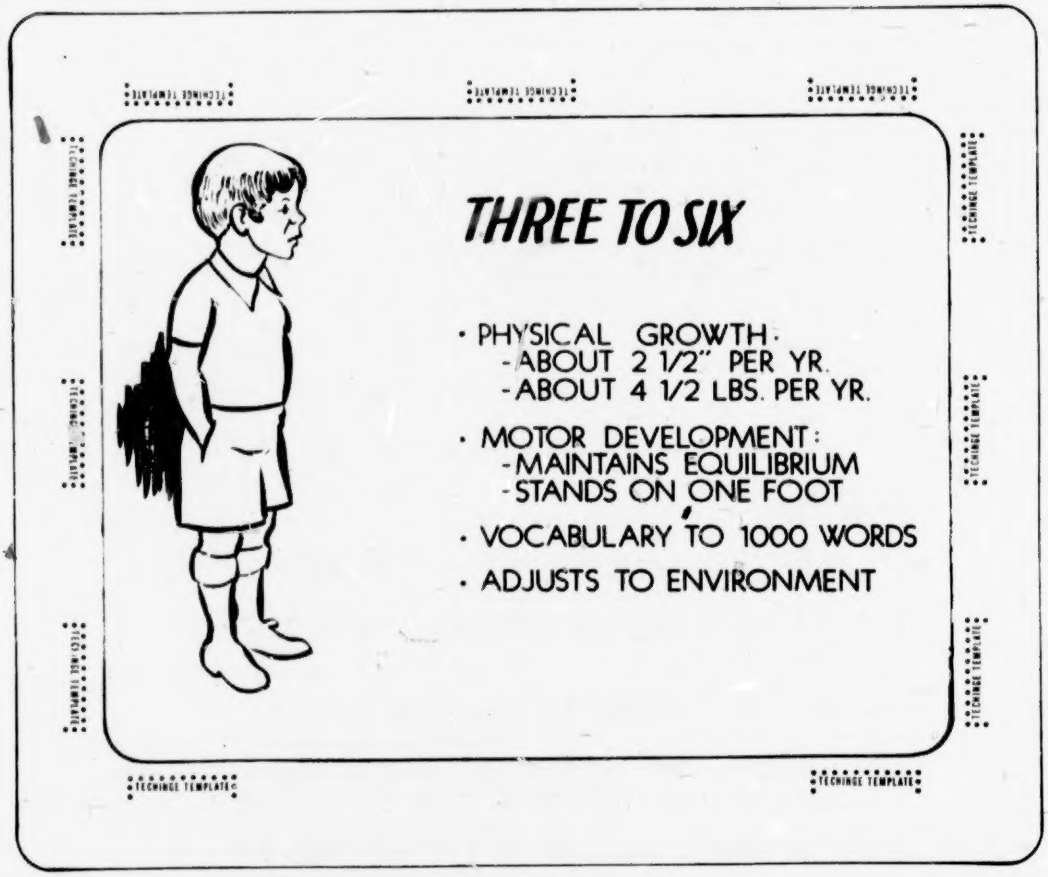
Procedure:

1. Show the film.
2. Hand out lesson sheets, and go over material with students.
3. Show right side of projectual.

1. Physical Development
    a. Height: grows about 2 1/2 inches each year.
    b. Weight: gains approximately 4 1/2 lbs. per year.
    c. Reproductive system practically dormant.

Projectual 35.1
"Three to Six
Year Olds".

35.1 THREE TO SIX YEAR OLDS



THREE TO SIX

- PHYSICAL GROWTH:
  - ABOUT 2 1/2" PER YR.
  - ABOUT 4 1/2 LBS. PER YR.
- MOTOR DEVELOPMENT:
  - MAINTAINS EQUILIBRIUM
  - STANDS ON ONE FOOT
- VOCABULARY TO 1000 WORDS
- ADJUSTS TO ENVIRONMENT

2. Motor Development

- a. Three years:
    - (1) Maintains equilibrium, alternates feet going up stairs and jumps with both feet.
    - (2) Feeds self with few accidents.
    - (3) Needs assistance in dressing self
        - (a) Cannot differentiate back from front.
        - (b) Has difficulty putting on stockings and shoes, but cannot lace shoes.
        - (c) Able to wash face and hands, and brush teeth with supervision.
    - (4) Toilet training:
        - (a) Shows awareness, but may wait too long.
        - (b) Needs assistance in cleansing genital area.
- b. Four years:
    - (1) Runs up and down stairs, can stand on one foot.
    - (2) Can use tricycle, jungle gym (daring and has accidents).
    - (3) Can cut straight with scissors.
    - (4) Can dress and undress self, knows front from back and can lace shoes.
    - (5) Can usually wash self fairly well, but may get marooned on one part of the body. Needs suggestions and encouragement.
    - (6) Usually completely toilet trained, including at night.
- c. Five years:
    - (1) Is almost self-dependent in washing, toileting, dressing, feeding.

3. Language Development
    a. Three years:
        (1) Vocabulary: 700-1000 words.
            (a) Enjoys talking, telling stories.
        (2) Expresses desires and refusals. ("I don't want to" rather than "no.")
        (3) Asks for confirmation of task. ("Is that right?")
    b. Four years:
        (1) A great talker, asking "why" and "how."
        (2) Likes different words and enjoys saying silly words.
    c. Five years:
        (1) Conversation simple and unsophisticated.
        (2) Continues to ask "why."

4. Social Development
    a. Three years:
        (1) Becomes more sociable.
        (2) Parallel play, but more cooperative and can wait turn.
        (3) May have imaginary playmates.
        (4) Can put toys away with supervision (beginning of orderliness).
        (5) Interested in new experiences (trips, etc.).
    b. Four years:
        (1) Very sociable, wants to play with others.
        (2) May be bossy and need supervision in groups.

c. Five years:

  (1) May play alone occasionally.

  (2) Interested in school.

  (3) Knows difference between social and antisocial behavior. Possesses a sense of justice.

  (4) Guidance needed in:

    (a) Development of toilet habits.

    (b) Learning to walk in areas where there is traffic.

    (c) Social norms.

5. Emotional Development

a. Basic needs:

  (1) Emotional security, love and affection.

    (a) Needs to feel as well as see these demonstrated and gain a positive response.

    (b) Needs a transitional love object such as toy or blanket.

    (c) Harmony within the home as expressed in attitudes and reactions of family members.

    (d) Consistency in routines, regulations, environment.

    (e) Respect for individuality -- someone to look at his work, to do things with him and recognize and accept his ritualism.

  (2) To develop independence to promote physical and social security (lack may cause doubt and/or withdrawal).

(a) Needs time for doing things himself (grooming and personal hygiene).

(b) Wants opportunity to choose clothes, toys, and games.

(c) Needs to explore the world around him.

(d) Needs opportunity to begin to understand the value of time, property, money.

4.	Lecture by pediatrician or pediatric nurse. If possible have guest lecturer remain to answer questions following his talk.	Guest Lecture.
5.	Coffee break.	Coffee
6.	One or two children are to be brought into the classroom for purposes of observation and determination of development covering the material taught in the class. These should be different ages, with one in the 4 - 5 age.	Children for observation.
7.	Show the complete projectual.	Projectual 35.1
8.	Using all the materials--film, lesson sheets, and information from the lecture, encourage a discussion on the growth and development of pre-school age children. The children brought for observation could be kept in the classroom during this discussion period.	

LESSON 36

COMMUNICATION 1 I 4 hours

MAKING WORDS WORK FOR YOU

Behavioral Objectives:

1. Delivers a speech incorporating memory devices.
2. Examines word symbols and identifies how they assist us in transporting our thoughts.

Materials:

1. Overhead projector.
2. Projectual 5.3 "Encoding and Decoding."
3. V.T.R.

Procedure:

1. Review Lesson 32, Making Your Speech Memorable.

Review Lesson 32.

2. Each student will deliver his speech, which will be recorded on videotape.

Videotape Speeches.

3. Evaluation. The student will be allowed to evaluate his speech first, followed by his classmates, with the coach summing up the evaluations, and adding his own.

Replay for evaluation.

Introduction.

Using projectual 5.3 "Encoding and Decoding," review the communication principle: a message is first thought of by one person, coded, transmitted by some means, received by the second person, and decoded back into a thought pattern. In this lesson we are going to deal more specifically with the symbols most often used in this process.

Projectual 5.3 "Encoding and Decoding".

Words are the symbols by which we transmit most of our thoughts. Each of us have in our mind a supply of words which convey specific thoughts with specific meanings, but as our mind works, the relationships become fluid. The concepts flow together, unite, and then split apart into other combinations of thought. The words we choose attempt to convey the combination of thought that we want the other person to receive. However, when these same words reach his mind, they become subject to its active functioning, its moods, and its processes used in interchanging ideas. So communication is constantly involved with what the speaker wants understood and what the receiver does understand.

It has been said that our minds deal with the world as we would like it to be, but our speech is confronted with the task of meeting the world as it really is.

The Work that Words Do for Us.

1. Words name things. Many words in our language name specific objects - a dog, cat, chair, a mile - 5,280 feet. When these words are used by us, they convey to the mind of our listeners a very specific object.

2. Words limit. Although the name of something identifies, it might identify a group of similar objects, so we have word symbols that limit. Rather than saying, "I have a dog," which limits the idea to a certain category of animal, we might say, "I have a black and white terrior." Or to be real specific, we might say, "I own that black and white terrior."

3. Words show action. Exactly the same as some words identify certain objects, other words identify specific actions, such as run, jump, stand, look, understand. But even some of these action words name very hard to define actions. In this lesson we are talking about communication, but communication might mean to talk, to listen, to look, to act, to feel, or something else.

4. Words limit action. Actions are often in too broad a category, and it becomes necessary to limit the categories. You might talk about someone moving, and not be

sure what he was doing. Was he changing the locations of his home? Was he moving from where he was standing? Was he walking, running? So we have to limit action. We can say, "He was moving fast." or "He was moving his feet."

5. Words connect. Words can connect entire sentences together, or single words, or phrases to sentences. But often when we are connecting, we need to have exactly the right coupler, or our thoughts are not tied together as we intend for them to be.

6. Words carry feelings. Some words not only carry thoughts, but they carry very deep feelings - feelings of love and affection for somebody, feelings of hatred for someone else. They let people know that we sympathize with them in times of grief or an accident, or may let someone know we are glad he is having trouble.

7. Words carry attitudes. By the use of words, we transport our attitudes about persons or things or places to people who have never met or seen the situation we are talking about. By our words we show prejudices, good and bad.

Getting into Word Difficulties.

Words may be misinterpreted, either by carelessness of the speaker in choosing the right vehicle to carry his thoughts, or by a listener who receives a different message from a given word.

Certain words and certain word combinations nearly always convey faulty and mistated ideas. We should avoid falling into these word traps.

For example, there is the fallacy of false generalizations - using "all", "every," or "most" in speaking of people. When you hear the statement, "all negroes," "all Catholics," "all Indians," "all lawyers," you can almost be sure that a false statement has been made.

And when dealing with a large segment of the population, it is equally dangerous to say "most", particularly if this generalization cannot be backed up by facts.

The fallacy of "Is", or False Identity. When we say, "Jack is lazy," this generalization may overlook the fact that he may be extremely industrious in some things. "Is" and the various forms of the verb "to be", although very valuable verb forms, are extremely dangerous when they are used to link things together that really do not belong together.

The fallacy of "Slang." We may find ourselves so attached to a particular group of people such as sport fans or a particular community that we may develop a form of speech that is understandable only within very limited confines. Then when we attempt to communicate with other people, we expect them to understand words in an unfamiliar setting, and thus we lose the ability to clearly transmit our message to our listeners.

The fallacy of the Imprisoned Thought. These are usually statements that grow out of prejudices. Usually the thought is so imprisoned by prejudice that it closes all further communication. E.g.: "My son doesn't lie!" "Indians can't handle alcohol." "There's no use trying that - it won't work."

Words are the vehicles that we use to carry our thoughts to other people. If we train ourselves to choose words which carry the thoughts clearly and accurately, we can truly make words work for us. We can have people feel toward us as we would like for them to, do the things we want done, understand the feelings we are trying to express. But to do so we must code our thoughts into words that can be clearly decoded by our listeners.

ASSIGNMENT.

As this is the last speech in this series, each student will prepare a speech on any subject he desires, define his purpose, and choose the words needed to give his message to the group. Your speech should be 7 to 10 minutes long, and will be evaluated on the basis of the criteria established in all of the nine speaking lessons.

LESSON 37

HUMAN GROWTH 5 2 hours

THE CHILD FROM SIX TO TEN

Behavioral Objectives:

1. Understands the growth and development of a child from age six to ten.

Materials:

1. Film projector.
2. Film, "Six to Nine."
3. Overhead projector.
4. Projectual 37.1, "Six to Ten."

Procedure:

1. Show the film.
2. Hand out lesson sheets.
3. Show right side of projectual.

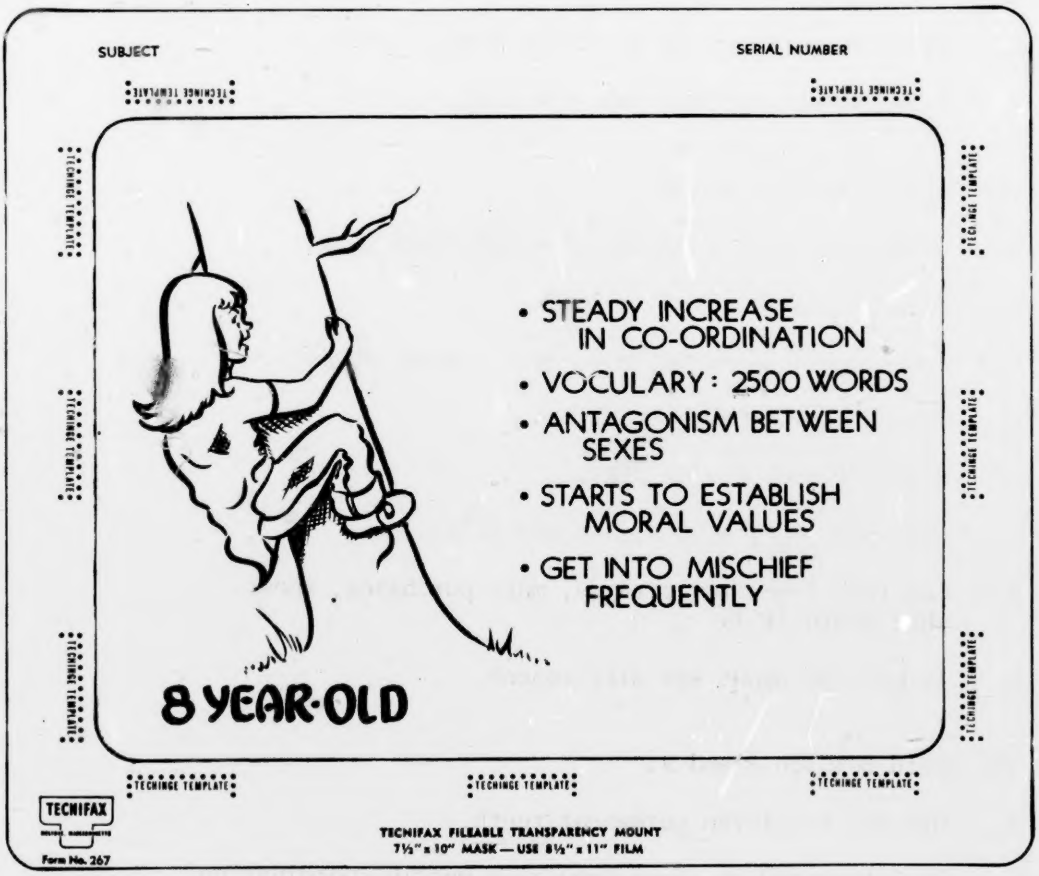
Film.

Hand out lesson sheets.

Projectual 37.1 "Six to Ten".

1. The child Between 6 and 7.
    a. Has six or seven wrist bones. (Previous to this, these are really cartilage.)
    b. Has one or two permanent teeth.
    c. Is active in games such as running, jumping, chasing and dodging.

37.1 SIX TO TEN


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

- STEADY INCREASE IN CO-ORDINATION
- VOCULARY : 2500 WORDS
- ANTAGONISM BETWEEN SEXES
- STARTS TO ESTABLISH MORAL VALUES
- GET INTO MISCHIEF FREQUENTLY

8 YEAR-OLD

- d. Can dress himself without help and tie shoe laces.
- e. Enjoys group play.
- f. Plays together with boys and girls.
- g. Has vocabulary of about 2,500 words.
- h. Knows comparative value of the common coins.
- i. Knows number combinations up to 10.

2. The Child Between 7 and 8.
   - a. Gains from 3 to 5 pounds of weight each year.
   - b. Steadily increases in height.
   - c. Jump rope, hop-scotch and jacks played by girls.
   - d. Can recognize property rights.
   - e. Begins to compete at play.
   - f. Can count by 1's, 2's, 5's and 10's.
   - g. Can tell time, run errands, make purchases, knows what month it is.
   - h. Is curious about sex differences.

3. The Child Between 8 and 9.
   - a. Has ten or eleven permanent teeth.
   - b. Is interested in games requiring muscle coordination.
   - c. Is able to write progressively better.
   - d. Can swim well if taught.
   - e. Can bicycle and roller skate expertly.

f. Develops increasing modesty.

g. Enjoys and participates in group projects.

h. Manners are often better away from home than at home.

i. Becomes more selective in choice of friends.

j. Enjoys fairy tales.

k. Can tell day of month and year.

l. Can make change for small amounts.

m. Begins to read the funnies.

4. The Child Between 9 and 10

a. Grows slowly in height.

b. Last wrist bone appears in girls.

c. Is able to care for physical needs without assistance.

d. Sex differences become apparent in play; boys and girls like different kinds of games, etc.

e. Antagonism between sexes becomes noticeable and remains for next several years.

f. Gang and club enthusiasm become noticeable.

g. Can grasp simple multiplication and division facts.

h. Reading interests become noticeable.

i. Shows interest in how things are made or produced.

5. General Behavior Patterns of Children 6 to 10.

In this age group children become more independent, spending more hours away from their parents. If they are not supervised, they can get into various mischiefs, particularly when they are in a gang. Rarely the police become involved.

During this age, the child begins to establish values and starts to establish an identity apart from the family group. As this takes place, his peer group becomes more important and their ideals begin to compete with the ideals of the home.

[Show both sides of projectual.]

Projectual 37.1

4. Coach will go over the lesson sheets, using a brief lecture to acquaint the students with the development of children from six to ten. Initiate a discussion about these developments, using examples about children students know such as brothers and sisters. The coach should remember that all children do not mature at the same rate.

5. If possible arrange with local schools for students to spend several hours observing children of this age group. Observation could take place during recess, noon hours, or even in homes where there are children in this age group. Ask students to bring back to class examples and illustrations of the material covered in the lesson sheets which they have noted while observing the children.

Observation

LESSON 38

HUMAN RELATIONS 2 A 2 hours

MOTIVATION

Behavioral Objectives:

1. Understands the concept of motivation.
    a. Describes its relationship to needs, desires, and drives.
2. Develops a list of stimuli which will create or destroy effective motivation.
3. Uses motivation to accomplish a worthwhile project in a community.

Materials:

1. Overhead projector.
2. Projectuals 8.1 "Hierarchy of Human Needs."
    8.2 "Relationship between Body Deficiencies, Needs, Desires."
    38.1 "Relationship between Needs and Desires, Drives, and Motivation."
    38.2 "Motivational Stimulus"
3. Flip chart, marking pens.

Procedure:

Ask the class, "Do you remember any proejct that you were involved in that was successful? Think about this project, and ask yourself this question, 'What did the leader of the group do to gain the interest of the people working with him, and to hold their interest until the project was completed?'" Ask one or two of the students to tell about their project.

List on the flip chart the things that the leader did to gain or to maintain the cooperation of the group. Ask the group to brainstorm things they could have done to keep up the interest of the group. After the list is completed, put a heading on the top of the list: "Motivational stimulus."

Flip chart.

Introduction.

In the lesson on Human Needs, we discovered that the term "needs" has a very limited meaning quite different from the way we usually use it, and that in technical terms there is a very real difference between the terms "needs" and "desires".

Show the projectual 8.2 "The Relationship between Body Deficiencies, Needs, Desires." Discuss this relationship with the class in a review of this portion of Lesson 8. Also show Projectual 8.1 "The Hierarchy of Human Needs."

Projectual 8.2
"The Relationship
between Body Deficiencies, Needs and
Desires."
Projectual 8.1
"Hierarchy of Human
Needs."

Definition: drive

A drive is an aroused state of an organism related to a psychological or a physiological requirement which is capable of setting the body into prolonged action.

In other words, when a person feels a specific need, he then has a sense of urgency to do something to satisfy the need. It can be seen that drives are built upon needs. When a person realizes a deficiency within his life, he immediately reacts by trying to supply the need. But if the need continually reoccurs, there is built within him a state of arousal strong enough to keep him supplying that need, or guaranteeing that the need will never occur again, at least for any length of time. This sustained arousal of the person over a period of time, particularly after the need has been well supplied, is known as a drive.

Human drives may be produced from physical or emotional needs. They are usually distinguished as biological drives, those having to do with the body, and acquired drives, those which come through a process of learning. A desire can develop into a drive even though it is not associated with an immediate need.

The Importance of Drives.

Drives are inward forces causing the individual to struggle to change threatening or potentially threatening elements in his environment.

[Show Projectual 38.1 "Relationship between Needs and Desires, Drives, and Motivation." Point out that both needs and desires, when extended over a period of time, develop into a drive. This drive when stimulated, produces motivation.]

Projectual 38.1

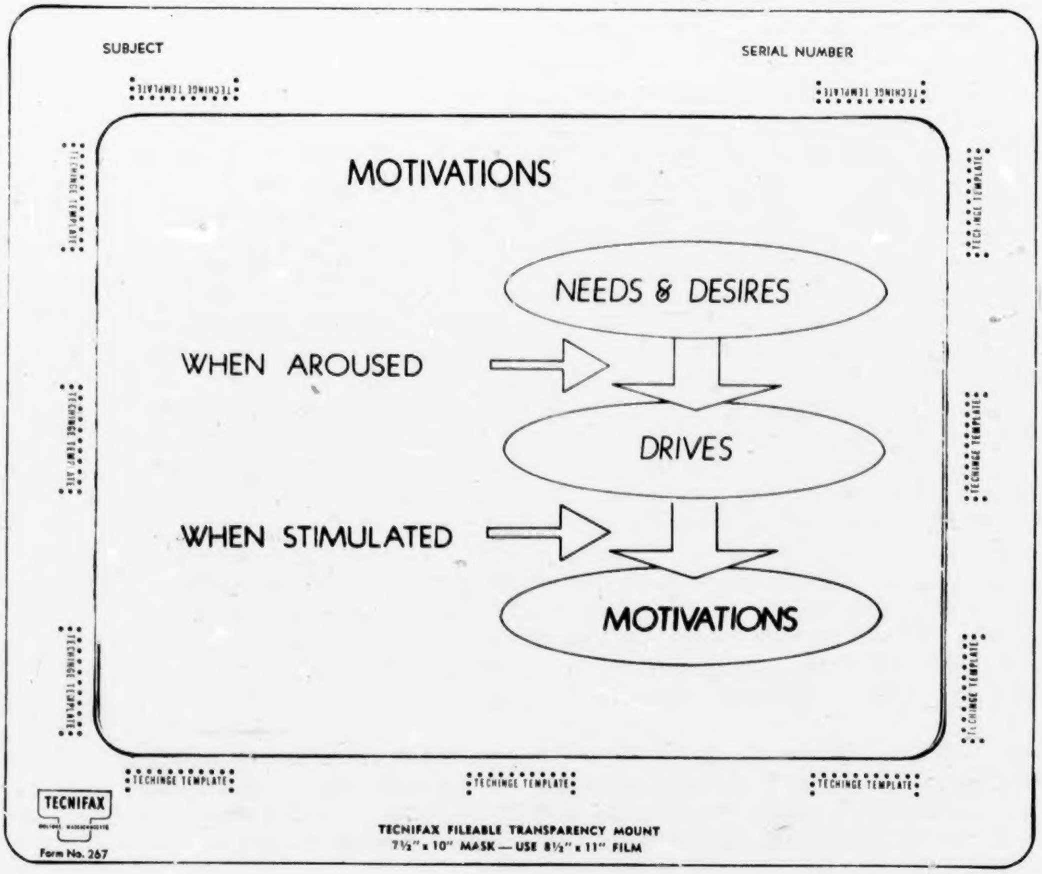
In order to see the whole process, let us look at an example. Tom Crow lives in an isolated community in central Saskatchewan. He was interested in sports as a boy, but was unable to develop these skills because within his community there were no organized teams. He went to school in the city, and is aware of the minor athletic activities which the city has to offer children. He has developed a strong desire to supply similar recreational activities in his home community. In addition, when Tom was young, he felt deprived and discriminated against. So over the years, he has developed a felt need to achieve recognition which has carried him through his training courses. These factors compelled Tom to launch a sports program for the youth of his home community. Such a program, if successful, is not only going to provide the community a recreational program, but is going to supply Tom with a meaningful way to fill his deep felt need, to gain the respect of the community, which will build up his self esteem. He will be able to use the leadership abilities for the first time. The initiative needed to start such a program and to carry it out will depend upon his drive. Success in the program will be dependent upon a number of factors: how well he can organize the community to work with him, how much leadership ability he has.

Many times a person finds himself in a similar position: knowing what should be done, possessing many of the talents or abilities to accomplish a task, even being highly aroused. Still one fails to do something about it. The factor needed to get a person into action is called motivation.

Motivation.

A motive is a need, a desire, or a drive coupled with the intention to reach or to accomplish a certain goal; a motive is any condition which causes a person to begin on or remain in any goal-seeking activity.

38.1 NEEDS - DESIRES - MOTIVATION


SUBJECT

SERIAL NUMBER

MOTIVATIONS

NEEDS & DESIRES

WHEN AROUSED

DRIVES

WHEN STIMULATED

MOTIVATIONS

TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Many people recognize problems that exist within their society. In most communities, it becomes quite possible to find a number of people deeply aroused about certain unwanted conditions or equally aroused about desirable programs they would like to see started in the community. They can talk about the need or the desire for such programs, and many of them have the drive to see the program completed if it was once begun. But many worthwhile programs, whether on the individual, organizational, or community level, fail because there is no one to provide the motivational spark needed to get the program moving. One of the true signs of leadership is providing this element of motivation needed to start the project and to maintain a constant and full supply of help to carry it out.

Projectual 38.2 "Motivational Stimulus."

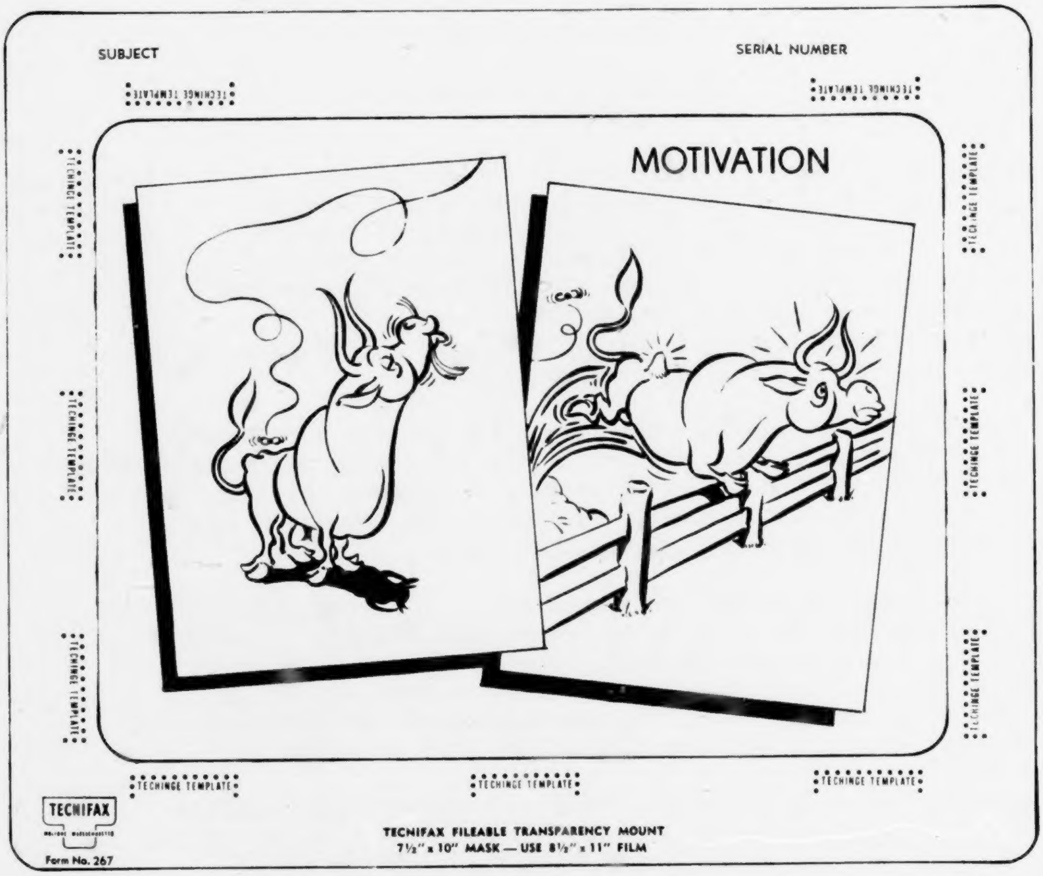
To better understand motivation look at the projectual. [Show the projectual 38.2, left hand side.] Notice that we have 2,000 pounds of bull, a six foot fence, and a half ounce of bumblebee. To look at the problem on the surface, it would seem to be impossible for this bee to lift the bull over the fence. [Show the other side of the projectual.] But the bee, by providing a little stimulation, aroused the energies of the bull, who then got himself over the fence.

This is the way that people accomplish great tasks. A community has a need for a recreation center, for little league activities for their children, etc. What is lacking is someone to add that half ounce of stimulation to set the entire community into motion toward the accomplishment of their goal.

However, in human relations, we should find a different type of motivation than the one used in the projectual, because a leader, after he has accomplished the task, usually desires the respect and good wishes of the community. We realize that the bull's memories of the bee are not altogether pleasant! Motivational drives built upon pleasant experiences are just as effective.

One advantage of using positive stimulation rather than negative is that by using positive stimulation you maintain a degree of control of the direction the action will take. To return to our illustration, anyone could predict that the bull was going to move when he suddenly realized his need to escape the pain. But there was no way to predict which direction the move was going to take. It could just as well have been away from the fence. Leaders who use escape from pain or from unpleasant situations as a motivating factor sometimes find that they have motivated someone in the opposite direction to the one they intended. This unfortunate lesson has been learned by school

38.2 MOTIVATIONAL STIMULUS


SUBJECT
SERIAL NUMBER
MOTIVATION
TECHINGE TEMPLATE
TECNIFAX
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM
Form No. 267

teachers, who have decided to use punishment to motivate a student to learn his spelling, only to find that the student's effort to avoid punishment causes him to "turn off" the entire school program. Now not only does he fail to learn his spelling, but he hates school in general.

It should be emphasized that a positive stimulus which appeals to pleasure, or self-esteem, etc. will move a group of people just as quickly as a negative stimulus, and that motivation thus applied leaves the leader with a measure of control of direction. Negative stimulation is often effective -- providing this is the last thing that you want the group to do for you, or that you do not care which direction the response takes.

Importance to the Socanic.

When working with people, one of the things we need to know is how to motivate them into programs of self-improvement. But in order to do this, we must be able to determine some of their basic needs, desires, and drives, and then stimulate these into action. The more we can motivate the client to do for himself, the more successful we will be in a social institution, and the greater our effect over a long period of time. The power to stimulate other people into action allows a person to accomplish many times beyond his own strength or ability.

Types of Motivation.

Motivation can be divided into four categories that look almost exactly like the four categories which needs are divided into. An organism can be motivated by drives connected with bodily functions, with relationships to his environment, with relationships toward other people, and by his relationships within himself.

Review the chart of Human Needs, in Lesson 8. It can be pointed out that any one of the needs can be appealed to and used to motivate a person.

Give the students a situation such as a community project; it could be the one used in the lesson about Tom Crow setting up a cultural program, or a similar project which the students would like to discuss. First have them brainstorm a list of possible needs and desires in the community which they would be able to call upon through motivation to assist them in getting the program working. This list should include such things as desire for the program, desire for recognition, wanting better conditions for their children, need for prestige, etc.

Flip chart.

After the list has been compiles and evaluated, then have them brainstorm ways that they could stimulate these dormant needs and drives into action. For example, if you can find a desire for the program, then usually all that is needed is a little leadership. If there is a desire for recognition, the stimulus would be to give this person a task such as being a coach or suggest that he take one of the offices in the organization.

ASSIGNMENT

Decide some simple task about your neighborhood that needs to be done: e.g., picking up papers, trash, etc., cleaning the alley, assisting someone elderly or sick neighbor with yard work, or some other worthwhile service. Choose a project which is small enough that it can be taken care of in one work session. By using positive methods, motivate one or two of your acquaintances to assist you to accomplish the task. Then report to the class orally the type of project you chose, the types of needs and desires you appealed to in your stimulation, and how well the task was accomplished as a result of your planning and motivation. Do not tell the persons that you are working with that they are helping you complete an assignment. Allow them the pleasure of doing a good deed for the community or for the neighbor.

LESSON 39

HUMAN GROWTH 6 2 hours

THE CHILD BETWEEN TEN AND THIRTEEN

Behavioral Objectives:

1. Understands the growth and development of a child between the ages of ten and thirteen.

Materials.

1. Film projector.
2. V.T.R.
3. Film, "Ten to Twelve."
4. Overhead projector.
5. Projectual 39.1, "Growth in Early Teens".

Procedure:

1. Show film.
2. Hand out lesson sheets.
3. Show right side of projectual, "Growth of a Person in Early Teens."

Hand out lesson sheet.

Projectual 39.1 "Growth in Early Teens".

1. The child Between 10 and 11
    a. Rapid increase in weight may begin in girls.
    b. Has 14 or 16 permanent teeth.
    c. Shows interest in hazardous activities.

d. Boys become more active and rough in playing games than girls.

e. Begins to like organized and competitive games.

f. Shows interest in team work.

g. Needs occasional privacy.

h. Develops initial ability to plan ahead.

i. Places importance on gathering factual information (especially boys).

j. Uses numbers beyond 100 with understanding.

k. Steadily develops capacity for thought and reasoning.

2. The child between 11 and 12

a. Last wrist bone appears in boys.

b. Girls fall behind boys somewhat in physical strength and endurance.

c. Menstruation occurs in a few girls.

d. May be strongly individual in liking for different games and play involving motor skills.

e. Places increasing importance on membership in clubs and groups.

f. Takes part in school, neighborhood, and community affairs.

g. Becomes more noticeably shy.

h. Begins to be critical of own artistic products.

i. Can understand human reproduction.

j. Understands need for care in using towels, glasses, and public toilets.

3. The child between 12 and 13

   a. Plays games involving whole body activity.

   b. Capable of carrying out good personal hygiene habits.

   c. Muscles have grown to represent 40 to 45 percent of body weight.

   d. Has 24 or 26 permanent teeth.

   e. May be conscious of awkwardness.

   f. Chooses activities according to individual preferences.

   g. Enjoys being spectator at games and sports.

   h. Begins to broaden social contacts.

   i. Boys admire other boys who are skilled, bold, and daring.

   j. Girls begin to become ladylike.

   k. Develops increased ability to reason.

   l. Understands abstract ideas like "justice," "honesty," etc.

   m. Shows awareness of moral codes.

   n. Develops increasing religious interest.

   o. Needs sympathetic understanding from parents as adolescence approaches.

4. General Behavioral Patterns of children between 10 and 13

   a. At this age children make many decisions which affect their adult life, such as religion and their attitude toward social institutions.

   b. They establish their moral code.

c. They become increasingly independent of parents.

d. They have a strong dependence upon their peer group. (Peer group at this age does not include the opposite sex.)

e. They are children one moment, and adolescents the next, particularly in their relationship to parents.

f. They are deeply aware of their physical bodies.

g. To a large degree, sex has to do with the development of the entire body, and they are more interested in learning about the development of their own sex than the opposite sex.

h. They are greatly impressed by heroes, and can be easily led by those whom they admire.

i. There is more involvement per population with the law than any previous age--quite a bit higher than the 8 - 9 age, but it is usually associated with groups getting into trouble, or with pre-adolescents associating with older persons who influence them.

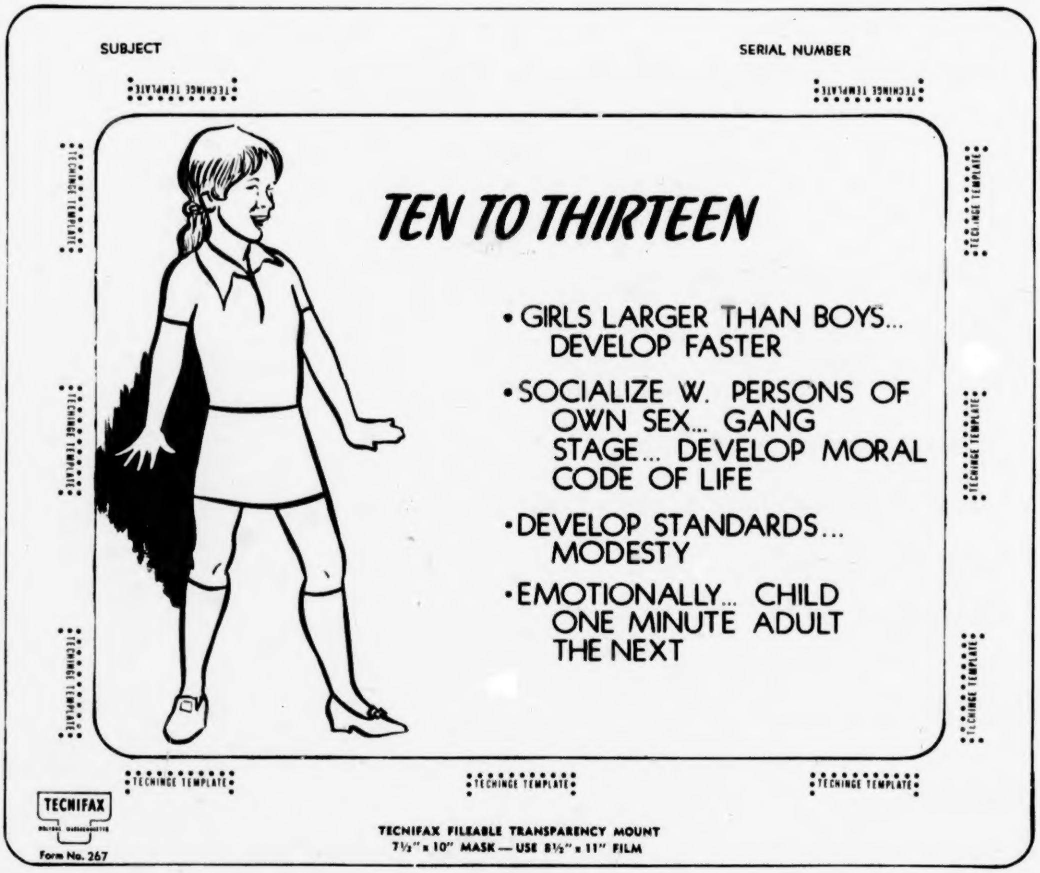
j. The stability of the community and the family largely determines how quickly juveniles are allowed to become involved in delinquency.

k. Children accustomed to discipline rarely object to parental control and guidance, even on an issue as important as selecting a peer group.

4. The coach should lead a discussion covering the information in the film and handout. Record on V.T.R. Students should be encouraged to share illustrations of behavior of children of this age from their own experiences. V.T.R.

5. Review using the projectual. Then replay the videotape. Projectual 39.1

39.1 GROWTH IN EARLY TEENS



SUBJECT

SERIAL NUMBER

TEN TO THIRTEEN

- GIRLS LARGER THAN BOYS... DEVELOP FASTER
- SOCIALIZE W. PERSONS OF OWN SEX... GANG STAGE... DEVELOP MORAL CODE OF LIFE
- DEVELOP STANDARDS... MODESTY
- EMOTIONALLY... CHILD ONE MINUTE ADULT THE NEXT

TECHINGE TEMPLATE
TECNIFAX
Form No. 267

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

LESSON 40

HUMAN RELATIONS 2 B 4 hours

LEADERSHIP QUALITIES

Behavioral Objectives:

1. Identifies leadership qualities in other persons.

Materials:

1. Flip chart.
2. Motion picture projector.
3. Films: "Styles of Leadership."
   "Supervising on the Job."
   "Supervising as a Leader."
4. A small container to make a draw.
5. Slips of paper, with students' names on them.
6. Overhead projector.
7. Projectual 38.2 "Motivation Stimulus."

Procedure:

Introduction.

Most people would like to be leaders, but few develop the qualities needed. As Socanics you will soon be going out into the community to help and to work with other people. Your effectiveness will be improved if you know and can practice some of the skills of leadership. In the Socanics course we have already experienced and practiced many skills required of a leader and now we want to identify these skills and learn some others.

Notice that in every group there are leaders. A group the size of the student body will have developed leaders. If that leader is removed, another person from the group will take his place. If he is removed, likewise someone will take his place. You could therefore, by eliminating one leader after another, determine the rank order of the leadership ability o- any group.

[Show film, "Styles of Leadership." Discuss the film.] Film.

Types of Leaders.

Some leaders have the ability to direct a group by strong arm methods, without developing resentment within their followers. While we recognize that there are those who, by the sheer force of their personality, can dictate to a group of people, most people who try to be dictators experience a growing resentment on the part of their followers. In organizations or groups where authority and rank are determined by external forces such as within an army, some corporations and government agencies, a dictator type leader can survive over a long period of time, as he has the power and the authority to hold down outward displays of resentment against him.

We will also find on rare occasions the quiet person that occupies a position of leadership, who seldom orders any of his followers, but manipulates the situation by example and by suggestions rather than direct commands. A person of this type usually comes into a leadership role because of his judgement and his ability to put people into positions where they feel they are contributing toward specific goals.

Most successful leaders are not either of these two extremes, but develop some of the qualities of each, where they have the ability to lead without brow beating, they can offer suggestions and work with followers, yet when it is necessary for them to act decisively they can take a stand which allows the followers to see an example of firmness.

Although there are many types of leaders which could be identified, we need to realize that leadership is not any one quality, but it is a combination of many qualities which can be developed and skills which can be practiced.

In this lesson we are going to identify some of these qualities that you, as Socanics can apply which will help you to be leaders in the communities to which you move.

[As the discussion goes from one point to another on leadership, relate points that stress skills already learned in the course. Have the students give examples that they have seen of good or poor leaders on each of the points discussed.]

What is A Good Leader?

1. A good leader must communicate well. One of the most important attributes of a leader is his ability to communicate his ideas to those who are following him. No matter how good a person's ideas are, if he cannot communicate them, they are wasted. Not only must he be able to communicate the ideas he has, but he must hear and draw together the ideas and the concepts of the entire group. Many a person with great leadership qualities is so busy pursuing his own ideas that he does not take time to incorporate the ideas of his followers.

2. A Good Leader Must be Able to Make Decisions. Making decisions is very difficult as well as threatening. Many persons will avoid situations where they must accept the responsibility for making decisions. But any one who aspires to leadership at any level must realize that he is placing himself in a position where he will have to make decisions and accept the responsibility for doing so.

3. A Good Leader Must Visualize the Goal. A leader must be able to see the completed goal that the group is striving for, and must be able to pass on to those working with him this vision. In order to do this, he must set realistic goals within the reach his followers, plan realistic steps toward the achievement of that goal, and delegate authority to group members so that all can begin to work toward the achievement of a single goal. Leaders without goals and realistic means toward reaching those goals will find that followers will lose interest in their purposes and their leadership. Not only will a good leader be able to see the goal himself, but he will be able to keep this goal before the group, and keep them aware of their progress toward it.

4. A Good Leader Recognizes Readiness. Readiness is being mentally prepared to begin a task. If you showed a bicycle to a ten year old child who had never seen one, and offered to teach him how to ride it, he would find it very difficult, as compared to the child of the same age that has watched other children riding bicycles and wanted to learn

for some time, who longs to own one. This child, given an opportunity to ride, will be much more ready to take the risk involved in learning. A child who has grown up with books and has watched adults read experiences a great deal more readiness to learn to read when first attending school than a child who has not seen adults reading books or has never had books to look at and handle. Readiness then is the desire to accomplish a specific task or to gain a specific skill. It is an awareness of the advantages of acquiring the skill, completing a task, or being involved in an activity.

Good leaders will be able to see the readiness of their followers to perform certain tasks. A leader who tries to force a project before the group develops a readiness to work on it will find himself saddled with many difficulties. For this reason a community worker wishing to launch a minor baseball program might see many of the tasks which need to be done before the season, but he will probably not find community interest high enough to organize a work crew until the snow goes away and they can start throwing baseballs. Then the community will be ready, and he will find many people willing in this season to work toward the completion of the project. But there will probably be a dying out of the readiness level in the fall when equipment needs to be put up, and plans need to be made for another season. In tasks such as this where readiness is a seasonal thing, good leaders must be able to schedule important meetings and decisions to the time of year when the readiness level is high if he wishes to accomplish the task before him.

5. A Good Leader Motivates His Followers. [Show Projectual 38.2, "Motivation Stimulus."] In the lesson on motivation we learned how a bee lifted a 2,000 pound bull over a six foot fence. We might say that this bee did a great deal of business on very small capitol! For the energy he spent, he received a big result. A leader must do the same thing. He must expend the energy he has in directing and in motivating others to accomplish the bulk of the work. In this way a good leader at the head of a group of ready followers can accomplish a large amount of work in a very short time. But if the leader tries to do the work himself, even though he works hard, he will accomplish much less.

Projectual 38.2
"Motivational
Stimulus."

We might say that leadership is largely the ability to motivate other people to work toward an established goal. In order to do this, a leader must be able to evaluate the strengths and the weaknesses of his followers. He must then appeal to the strengths and support the weaknesses of each person, and allot tasks within the framework of a person's abilities.

6. A Good Leader Makes the Group Feel Successful. Experienced leaders know that the fastest way to disrupt a good group is to allow them to become discouraged. The old statement that "nothing succeeds like success" is something a leader must constantly keep in mind. A leader needs to break down the steps toward goal accomplishment so that he can show the group a continuous progression toward success, and he should keep this success before them as a stimulation toward further motivation. If the goals are too far in the future or too hard to attain, the group will become discouraged.

7. A Good Leader Uses the Power of Opposition. Most projects will generate opposition. There might be those who would like to become the next leader, who compete with the present leader for his position, presenting alternate solutions or alternate directions for the group to go. Good leadership will incorporate the energy and the thinking of such persons toward the furthering of the goals of the group, realizing that another person with the interest and the knowledge to afford noticeable opposition will also have the ability if enlisted on the leader's side, to provide thrust and leadership within the group.

8. A Good Leader Develops Subleaders. A leader on a large project will seek out and establish subleaders to accomplish specific steps toward goal attainment, and by this means will utilize the leadership potential of other people immediately below him. He will delegate authority to these persons and will not compete with them.

9. A Good Leader Sets the Example. Although most of the work will be done by the followers, a good leader will also fin opportunity to work with the group and set an example of industriousness. People like to follow leaders who they believe work as hard or harder than they ask any of their followers to do. A leader doesn't ask him followers to do anything he wouldn't do himself.

10. A Good Leader is a Good Follower. The quickest and the surest means to leadership is to be an industrious, willing follower. Leadership usually comes in stages. Good followers are advanced to minor leadership roles, and when they learn the skills and acquire the abilities they find themselves advancing in the leadership of any organization.

11. A Good Leader must Have Courage. A leader must be willing to accept responsibility to do certain tasks.

Although we have looked at several details of leadership, we must conclude that leadership is composed mainly of two qualities: COURAGE and VISION. He must have the vision to see a goal, and the courage to accept the responsibility to carry out the tasks to achieve the goal.

To reinforce these concepts, ask the students to summarize each of the eleven sections which describe a good leader into a one or two word phrase which gives the quality mentioned in a noun form. For example, "A good leader must have courage" might be in the descriptive word, "courageousness." Ask one of the students to write on the flip chart: "A leader must have:" and then list the qualities which the students identify. In the coach's manual, you will find suggested definitions in the right hand margin.

Flip chart.

Show the films. Have the students identify the qualities of leadership shown in the films. Replay the films if necessary to point out leadership qualities.

Film:
"Supervising
on the Job."

Allow the students to discuss qualities of leadership that they have seen displayed in successful leaders that they have known, and those that would have helped leaders in being more successful.

Film:
"Supervising
as a Leader."

ASSIGNMENT

[Place each of the student's names on a slip of paper, and have the class draw names, making sure that no one has his own name.]

You have now drawn the name of one of your fellow students. Don't tell the other members of the class whose name you have. But over the next few days observe this person, and identify and record the types of leadership abilities he displays. You might also wish to identify ways he could strengthen his ability.

Immediately before Lesson 45, "Interpersonal Relationships," you will share your list of this person's leadership abilities with him and the group.

Use the leadership abilities stated in this lesson as a guideline, but feel free to add others that you think he has.

LESSON 41

HUMAN GROWTH 7 3 hours

TEENAGERS

Behavioral Objectives:

1. Understands the growth and development of teenagers.
2. Understands some of the unique problems confronting this group in our industrialized society.

Materials:

1. Overhead projector.
2. Projectual: 41.1 "Teenage Development."
3. Motion picture projector.
4. Film, "Teenagers."
5. Guest lecturer: high school guidance counsellor, or a judge who works with teenagers.

Procedure:

Show film, "Teenagers."

Hand out the lesson sheets, and go over the material with the students.

1. Growth and Development Between 12-20 Years of Age.
    a. Timing of growth during and through adolescence different in boys and in girls.

Projectual 41.1
"Teenage Development"

41.1 TEENAGE DEVELOPMENT

SUBJECT

SERIAL NUMBER

TEENAGE

- SEXUALLY MATURE
- NEAR ADULT HEIGHT
- SEEK COMPANIONSHIP OF OTHER SEX
- SEEK INDEPENDENCE FROM PARENTS
- SEEK TO ESTABLISH OWN IDENTITY

TECHINGE TEMPLATE

TECNIFAX

Form No. 267

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

b. Girls develop and mature faster than boys.

c. Between 11 and 13 or 14, girls become taller than boys.

d. By 15, the boys have overtaken them.

e. Boys deep adding to their height after girls' growth is complete.

f. From 12 to 15, girls outweigh boys, but they gain very little after 18.

g. Boys gain weight steadily at about 12, gain faster from then through 16, and continue to make smaller gains up to 20.

h. Part of the increasing weight during adolescence is due to growth of the muscles.

i. Boys almost double their strength between 12 and 16 years.

j. Children who are tall in the years between 6 and 10 may be expected to be tall at maturity.

2. General Behavioral Patterns for Teenagers.

   a. Physically, during the adolescent years, the growth pattern is completed.

   b. In early adolescence, the reproductive system of both boys and girls mature.

   c. In early adolescence, both sexes change from constant association with their own sex to a desire to associate with the opposite sex.

   d. In early adolescence, there is a strong urge to be a member of a gang, but the gang often includes both sexes, and the interest in the opposite sex usually includes a number of persons.

   e. In the latter teens, the interest and association with the opposite sex becomes more personal, and usually the association centers around one person.

f. Socially, a person establishes during his teen years what social groups he is going to associate with, and how he is going to react to society at large.

   (1) He can accept society and begin to function within it.

   (2) He can see society as it is, and work for changes for the betterment of all classes of society (within accepted roles such as religion, politics, and humanitarian services).

   (3) He can opt out of society. Making the decision that society in its present form is wrong, he chooses to withdraw himself from society. This is sometimes seen in passively ignoring society, or in becoming an active member of a group opposing the major society. (Member of a sub-society in opposition to the major society.)

g. He decides on a pattern of social mobility. Social mobility deals with a person remaining in or moving to one social class from another. The social class is affected by the amount of money which a person earns, by the class of people he associates with, or by the neighborhood he lives in, and by the way he makes his living. Young people living in Canada today have a very wide middle class and somewhat narrow upper and lower classes from which to choose. During the teen years, by choosing his associates and his educational objectives, and by his attitude toward the law and toward employment, a person largely determines the social class in which he will eventually find himself in the productive years of his life. Teens are usually the years of decision in which one sets the pattern for the rest of your life.

Problems Facing Today's Teenagers.

a. The extended adolescence.

Our industrial society has produced a phenomena that is new in the history of man. This is the extended adolescence, the non-productive period of a person's life. Two and three generations ago, the average person had completed his education and had entered into the productive phase of his life by the middle or late teens. Today many young people are not expected to enter into the work force or into marriage until the completion of high school, and in many cases, some college work. This forces the adolescent period into the early twenties, and in a few instances, into the late twenties.

This poses certain problems in the dating process. First of all, teenagers are encouraged to begin dating at an earlier age than formerly. When this period is prolonged, young people find themselves facing several years in which they are expected to associate with persons of the opposite sex casually, with few defined restrictions but with no possibility of immediate marriage. This causes feelings of frustration, restlessness, a call for adventure, that has brought the problems of today's youth into the forefront of most social institutions.

Adolescence, which at one time was quickly and easily hurdled, is now the object of intensive social investigation.

b. Physical mobility.

Another problem facing persons who are going to be working with youth is the problem of physical mobility. No longer are young people confined to the area where they are known and their families are respected. Today teenagers quickly move from one community to another where they are not known and where few restraints are on them. They can have their evening of fun and be home within the same night. This speed of travel is a factor which anyone dealing with today's youth must consider. It has a direct effect upon the number of teenagers getting into both major and minor difficulties with the law.

c. Money.

A third factor when considering today's teenagers is that the nation's wealth is located in the hands of young people who have not yet accepted the responsibility of family and permanent employment, and have not yet become interested in permanent financial investment. The majority of the wealth of the working man goes back into the economy to provide him and his family with the necessities of life. But a much larger proportion of the money in the hands of the youth of today is spent on luxuries, entertainment, and transportation. The influx of money from the hands of young people has greatly influenced the market in these three areas.

While none of these factors in themselves pose any great problem to society, coupled together they have made the adjustment from childhood to adulthood much more complicated than it formerly was. In summary, our youth is expected to reach adolescence at an earlier age, and to remain in it for a longer period of time. Advertisement and fiction encourage young people to think that adolescence is a time to "enjoy yourself" rather than a time to make difficult decisions which will affect a person's entire life. As Socanics, you will be assisting young people in making reliable decisions that will enable them to live healthy, happy, productive lives.

Projectual 41.1 "Teenage Development".

For review, show projectual. Discuss major points.

Guest Lecturer.

Arrange a question and answer period following the lecture. Encourage informality and participation.

Break for Coffee.

LESSON 42

CLERICAL 3 2 hours

USE OF THE TAPE RECORDER

Behavioral Objective:

1. Operates a tape recorder.

Materials:

1. Five casette tape recorders.
2. A tape for each student.

Procedure:

1. The coach will hand out a tape for each student.
2. The class will be divided into five groups, each group having a recorder.
3. The coach will demonstrate to each group
   a. How to put in a tape.
   b. How to record.
   c. How to use the volume control.
   d. How to rewind the tape.
   e. How to play the tape.
   f. How to remove the tape.
4. Each student will then be given an opportunity to use the recorder to demonstrate that he knows how to perform each of these tasks.

5. Students will discuss and decide a topic which they would like to research. Choose a subject about some local event or something of current interest.

6. Each student will then go out with the tape recorder and interview a number of people on this subject.

7. Coach will instruct the students not to remove the interviews from the tape, but to bring the tape back to class, where the students will use them to compile information concerning their interview question.

LESSON 43

HUMAN GROWTH 8 3 hours

THE ADULT AND FAMILY LIFE

Behavioral Objectives:

1. Knows the development stages of adults.
2. Understands the functions of a family.
3. Understands some of the problems of old age.

Materials:

1. Overhead projector.
2. Projectuals 31.1, 33.1, 35.1, 37.1, 39.1, 41.1
    - 43.1 "Changes in Body Proportions"
    - 43.2 "Young Adults"
    - 43.3 "Middle Adulthood"
    - 43.4 "Older Adults"
3. Guest lecturer (optional).

Procedure:

1. Review the stages in human growth, using the projectuals from each of the lessons which briefly summarizes the growth pattern for that age.
2. Use projectual 43.1 that shows the general physical growth of both girls and boys from one year to maturity.

Review Projectuals, 31.1, 33.1, 35.1, 37.1, 39.1, 41.1.

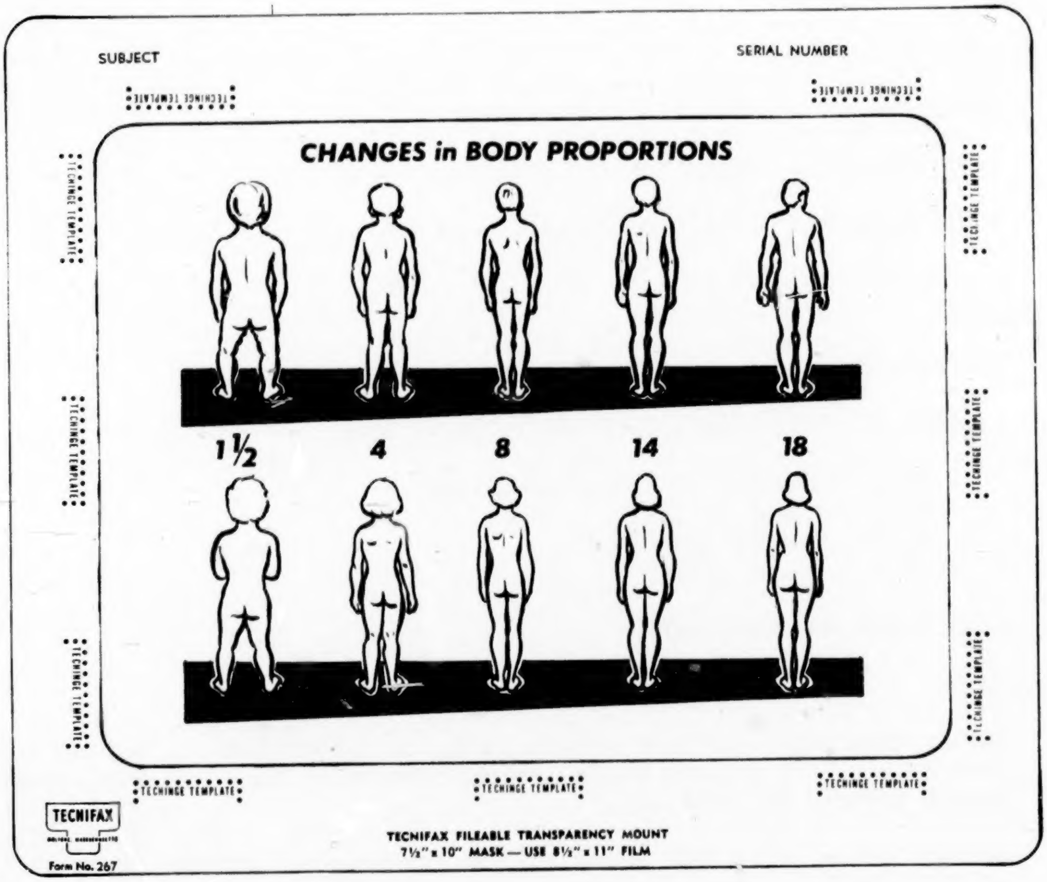
3. Read and discuss material outlined in lesson sheets. Use projectuals where indicated.

Problems of Young Adults.

A young adult is usually faced with three developmental tasks:

Projectual 43.1 "Changes in Body Proportions"

43.1 CHANGES IN BODY PROPORTIONS


SUBJECT
SERIAL NUMBER
CHANGES in BODY PROPORTIONS
1½
4
8
14
18
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Projectual 43.2
right side
" Young Adults".

1. Selecting a Mate.

After the period of the teens are passed, and education and training has been completed, the majority of young adults seek a suitable person to marry. This completes the development line which started when they were in their childhood. First they paid no attention to the opposite sex; then passed through a period of antagonism toward the opposite sex; next came a time when their group activities involved both sexes, following that they began dating someone of the opposite sex (usually referred to as a selection period); finally the selection is made, and one person is chosen for marriage.

2. Finding a Way to Make a Living.

The selection of a career and the training for it often takes place in the late teens, or pre-marriage years. The young married person usually has the problem of finding steady employment to satisfy his need for achievement and to supply him with adequate finances for a family.

3. Caring for a Family.

The establishment of a new role as a parent, protector, and provider for the family occupies much of the life of the adult in our society - more if that adult is a woman and a homemaker. It is still an important part of life to the male, as he fills the position of provider and family head. If either the mother or the father find themselves as single parents, trying to fill both the functions of provider and stabilizer in the home, the problem is even greater.

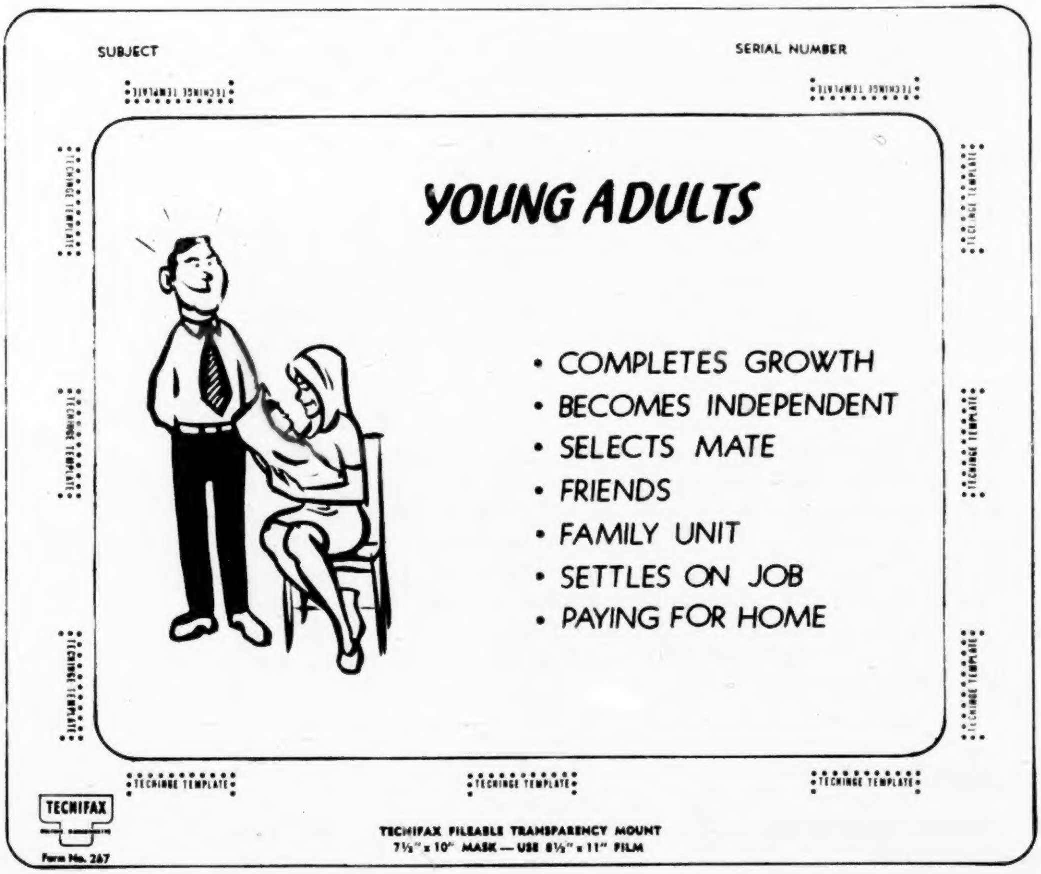
Types of Families

1. Primary family consists of the mother, father, and the offspring.

2. Extended family consists of the mother, father, offspring, and other relatives - grandmother, uncles, cousins, etc.

3. Matriarchal - family affairs governed by female head of household.

43.2 YOUNG ADULTS



SUBJECT

SERIAL NUMBER

YOUNG ADULTS

- COMPLETES GROWTH
- BECOMES INDEPENDENT
- SELECTS MATE
- FRIENDS
- FAMILY UNIT
- SETTLES ON JOB
- PAYING FOR HOME

TECHNIGE TEMPLATE

TECHNIFAX

Form No. 267

TECHNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

4. Patriarchal - family governed by male head of household.

Some of the Characteristics of the Family Today:

1. Individualism - everyone goes his own way.
2. More children since World War II.
3. More unstable than before (divorce rate increasing).
4. Traditional functions declining (religion, education).
5. More activity outside of the home than before (school, group or community organized activities).
6. Many mothers work.
7. Disrupted families (one parent family).
8. More urbanization (more living in towns or cities).
9. Less cohesiveness among members (less care for each other)
10. Older members of the family live in nursing homes, alone, etc.
11. Illegitimate children.
12. Economic dependence upon institutions.

[Students should relate the discussion of the family while in the classroom to the families in their circle of acquaintances.]

Functions of the Family.

1. Care and protection of the children.
2. Education of the children.
3. Social control over its members.
4. Economic element.
5. Procreation of children.

Problems of the Middle Adulthood.

Middle age
Projectual 43.3
"Middle Adulthood".

1. Problems arising out of parenthood.
    a. The care and protection of children.
    b. As children pass through the developmental stages, each stage presents new problems to the parents: dealing with health problems that arise, adjustment problems with the children, and with each other as the result of the children, and many others.
2. The Economic Problem.
    a. Providing a home, and the comforts of life.
    b. Providing for the education of the children.
3. The Problem of Pressures.

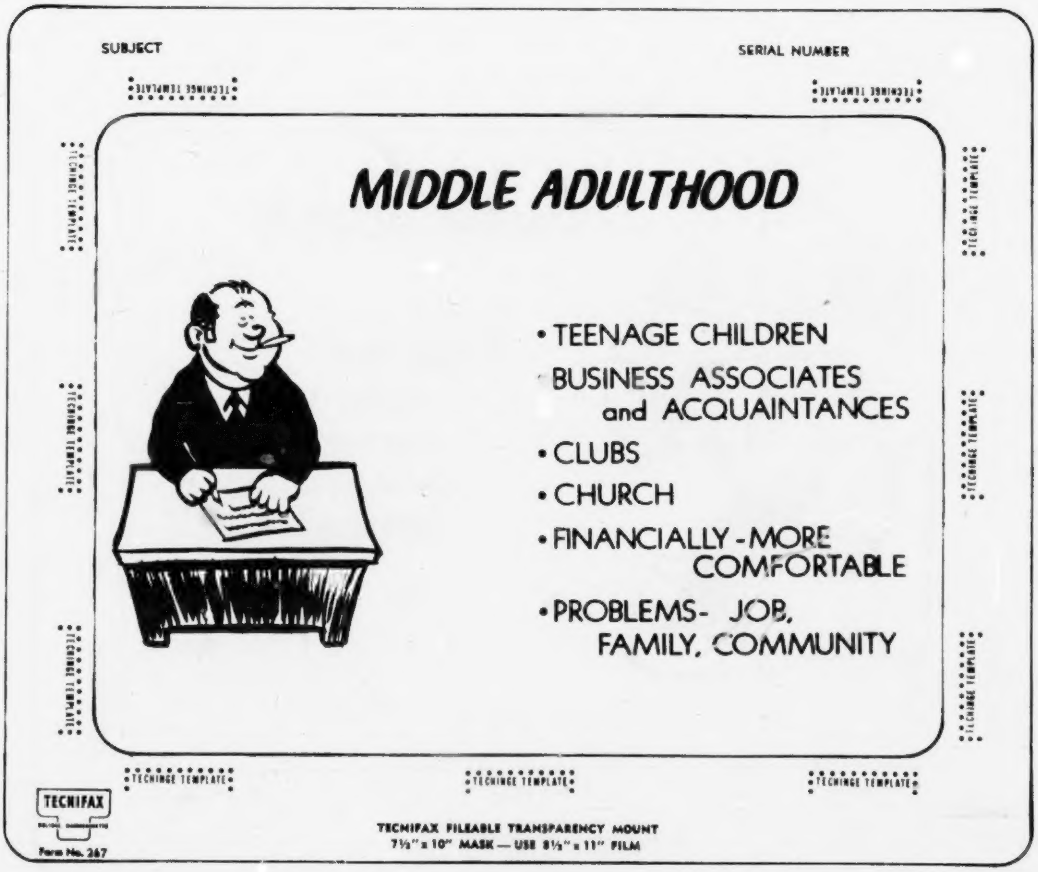
    Stress is the problem of this age. There are few people in our society who go through these middle years without experiencing stress. Parents in the lower socio-economic level feel the stress of trying to provide the necessities. The middle class are burdened with the problem of providing security for their children and for their old age, and the upper class is usually burdened with the stress of managerial positions, including making financial decisions, meeting rigid time tables, etc.

Problems of Retirement.

Projectual 43.4
"Older Adults".

1. The responsibilities that we grow accustomed to are passed on to younger persons who don't have experience. We feel as if we are being replaced.
2. The children are married, and assume their own responsibility.
3. We are faced with the problem of increased leisure time when one is accustomed to working a set schedule.

43.3 MIDDLE ADULTHOOD



SUBJECT

SERIAL NUMBER

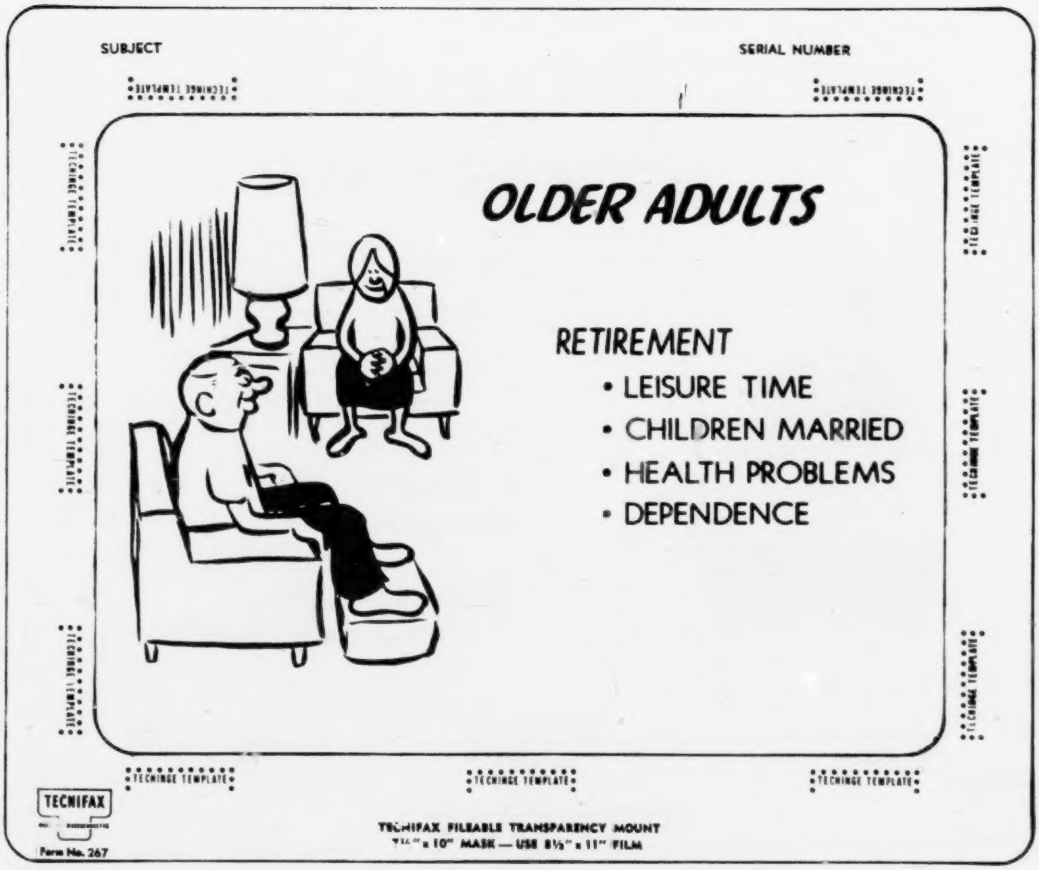
MIDDLE ADULTHOOD

- TEENAGE CHILDREN
- BUSINESS ASSOCIATES and ACQUAINTANCES
- CLUBS
- CHURCH
- FINANCIALLY-MORE COMFORTABLE
- PROBLEMS- JOB, FAMILY, COMMUNITY

TECHINGE TEMPLATE
TECNIFAX
Form No. 267

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

43.4 OLDER ADULTS



SUBJECT

SERIAL NUMBER

OLDER ADULTS

RETIREMENT
- LEISURE TIME
- CHILDREN MARRIED
- HEALTH PROBLEMS
- DEPENDENCE

TECNIFAX

Form No. 267

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7¼" x 10" MASK — USE 8½" x 11" FILM

Problems of Old Age

1. Physical problems associated with old age. One can no longer work as he used to, see as he used to, hear as he used to. Often there is prolonged disability.
2. The feeling that one no longer fills a useful place in society.
3. Dependence upon others, after a life of independence.

Guest Lecturer.

Coach could invite a guest lecturer to further develop concepts of human growth. Some suggested resource persons could be:

1. Psychologist.
2. Medical doctor.
3. Family service counsellor.
4. Personnel from homes for the aged.

Topics could be:

1. Problems of old age.
2. Problems of retirement.
3. Family Problems.
4. Marriage.
5. Stress.

LESSON 44

HUMAN RELATIONS 3 A 3 hours

INTRODUCTION TO INTERVIEWING

Behavioral Objectives:

1. Understands the basic concepts in interviewing.
2. Uses attending behaviors of listening, feedback and warmth.
3. Using interviewing methods, fills out a questionnaire.

Materials:

1. V.T.R.
2. Pens.

Procedure:

Introduction.

Interview basically means "to look between." It is a face-to-face consultation often used in guidance activities. It involves listening to a person and accurately understanding his message.

Basic interview techniques are face-to-face communication, the use of the questionnaire, questioning, summarizing and recording information. The basic goal of the interviewer is to obtain information which is accurate and of enough depth that an intelligent decision or judgment can be made. The main points to remember on interviewing are:

1. Listen. Be aware of any type of message.
2. Don't be in a hurry. Let the client express himself freely and fully.
3. Give your attention to the client and encourage him to provide you with complete, adequate information.
4. See and reflect the client's feelings. Reach deeper than the surface.

Review lessons on Listening, Feedback, and Human Relations.

Face-to-face Communication.

The interviewing situation differs from ordinary conversation or an information giving session because the listener controls the conversation by short verbal expressions, non-verbal feedback, the use of directive questions, and an atmosphere of trust.

The Questionnaire, or the Information Form.

The questionnaire or information form is used in the early stages of most institutional interviewing to gather general information about the client and his background. When a questionnaire is used, it is easy to remember to obtain all necessary information. It often provides information that would be hard to obtain by other means.

Practice in filling out a questionnaire.

Each student should interview a high school student and fill in questionnaire in Appendix A. Divide students into pairs. Have one role play a high school student, the other a guidance counsellor filling in the questionnaire.

Appendix A.

Questioning allows the interviewer to explore deeper into a problem or to raise a new line of thought without speaking at length.

The Summary. In the summary, the interviewer condenses and draws together the thoughts expressed by the client. Interviewers should also add to the summary non-verbal communication. An experienced interviewer seeks for verbal agreement to assure him that he has accurately summarized the client's feelings.

Practice.

To practice the summarizing skills, have students discuss interviewing, but have each person summarize the thoughts of the person who spoke before him before he gives his own ideas.

Recording Information. The interviewer needs to have a record of the interview. He may take short notes during the interview, and then write them out later, or he may record the interview with a tape recorder and make a written report from the recording. Usually even if a recording is made, the interviewer will add notes indicating non-verbal communication.

Role play.

Role Play.

Go over checklist before interview.

A young woman, Mrs. Johnson is in to apply for financial assistance. There is something bothering her; you can sense her tenseness.

Mr. Johnson has lost his job and her family is deep in debt. They are on the verge of losing their furniture. Mrs. Johnson is expecting and has one small child. She has no milk to give the child.

V.T.R.

Mrs. Johnson is also having marital difficulty and is blaming her husband for everything: her pregnancy and losing his job; besides which he has sent her in to apply for help instead of coming in himself or accompanying her.

Replay videotape for review and evaluation of interview techniques.

Checklist for interview.

Both the class and instructor fill out checklist as they watch the videotape replay of the interview.

INTERVIEW CHECKLIST	YES	NO
a. Were you friendly?	____	____
(1) Did you really feel friendly?	____	____

(2) Was this friendliness communicated to the client? ____ ____

(3) Did the client respond to your friendliness? ____ ____

b. Were you interested in the client as an individual? ____ ____

c. Were you interested in his problem? ____ ____

d. Did you prepare adequately for the interview? ____ ____

e. Did you state your purpose as soon as possible? ____ ____

f. Were you unhurried and relaxed? ____ ____

g. Did the client seem at ease? ____ ____

h. Did you try to reduce his nervousness or fear? ____ ____

i. Did you get him to say what was on his mind? ____ ____

j. Did you give him enough time to talk? ____ ____

k. Did you interrupt his explanation? ____ ____

l. Did you disagree with him? ____ ____

m. If you disagreed, were you pleasant about it? ____ ____

n. Were your questions challenging or argumentive? ____ ____

o. Did you listen to everything he said? ____ ____

p. Was your attitude respectful? ____ ____

q. Did you encourage him to give examples and to elaborate on unclear points? ____ ____

r. Did you invite him to ask questions or raise additional problems? ____ ____

s. Did your gestures help convey your attitude? ____ ____

t. Did you refrain from giving advice or lecturing? ____ ____

u. Did you make any reference to your continued interest and willingness to help? ____ ____

v. Did you answer his questions? ____ ____

w. Did you summarize the gains made? ____ ____

x. Did you close on a friendly note? ____ ____

y. Do you have a plan for following-up the interview? ____ ____

Each student, including the interviewer will compare and discuss their checklists. The group is asked to identify points which they have in common, stressing positive or negative aspects of the role playing. The instructor encourages the students to offer suggestions as to how the interview could have been better handled. Students offering suggestions are given the opportunity to replay the same roles to show how the interview can be improved.

V.T.R.

APPENDIX A

STUDENT INFORMATION FORM

Grade .... Date ....

The purpose of this form is to help us get to know you better. The more we know about you, the more we will be able to assist you in counselling you concerning your educational, moral-religious, social-civil, physical and mental health activities, in order to aid you in making plans for fulfilling your capacities, and in making decisions and adjustments which will promote your well-being in school and life.

1. ______________________________
Name First Name Sex Place and date of Birth

2. ______________________________
Current Address Current telephone number Religion

3. ______________________________
Father's first name Place and date of birth Religion
Living ______
Separated ______
Divorced ______

4. ______________________________
Mother's first name Place and date of birth Religion
Living ______
Separated ______
Divorced ______

5. ______________________________
Father's Education Father's Occupation Business address and Phone Number

6. ______________________________
Mother's Education Mother's Occupation Business address and Phone Number

7. ______________________________
Parent's Residence Phone (Residence)

8. ____

Guardian's Name First Name Address Phone

9. Other Children in the Family

Name	Sex	Date of Birth	Education
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			

10. Others living in the family on a permanent basis.

Name	Sex	Date of Birth	Education
a.			
b.			
c.			
d.			

11. Schools Attended	Date	Grades	Reasons for Leaving
a.			
b.			
c.			
d.			

12. Extra Curricular School Activities	Position Held	Date
a.		
b.		
c.		
d.		
e.		

13. Key Experimental Data

Activities: Hobbies:

Part-time Work:

Summer Work:

Special Lessons:

14. Family Doctor:

Address:

15. a. Do your parents have any educational and/or vocational plans for you?

b. Do you have any educational and/or vocation plans?

c. If so, do they correspond to your parents wishes?

16. Are you a resident of this school district?

17. If non-resident, what is the name of your home school district?

Number?

II. YOUR EDUCATION

1. Have you ever skipped a grade? ____________ If so which? __________
Have you ever repeated a grade? ___________ If so, which? _________

2. Favorite subjects last year: a. _________ b. ________ c. _________
Disliked subjects last year: a. _________ b. ________ c. _________
Hardest subjects last year: a. _________ b. ________ c. _________
Easiest subjects last year: a. _________ b. ________ c. _________

3. Time spent on homework last year (per day) ______________________

4. Have you a study table? ______________________________________
Where do you do your homework? ______________________________

5. Receive any Honours or Awards? ______________________________
Name them. ____

6. What achievements gave (or gives) you greatest satisfaction?
____

7. Are you doing as much or as well in school as your parents expect of you? ____

8. Do you ever visit the public library? ___________________________
How often do you go to the movies? _____________________________
Do you read much? ____

9. On what section of the newspaper do you spend the most time? ________

________________________ What is your favourite magazine? ________

10. Have you ever been handicapped in your studies because you are a poor reader? ____

11. Check the items below that best describe your study conditions at home or place of lodging.

a. Room of Own ____________

b. Share room ____________

c. Quiet, no radio ________

d. Living room, etc. __________

e. Quiet, but alone __________

f. Noisy distractions __________

g. What distractions __________

12. What do you plan to do when you leave high school?

______ Go to College

______ Go to Business School

______ Go to Trade School

______ Go to Work

______ Other Plans? List: ______________________________

13. If you have decided upon the particular school or college that you plan to enter after leaving high school, list below:

School: ____

Address: ____

III. YOUR INTERESTS

1. What special courses are you taking outside of school? (e.g. dancing, figure skating, violin, etc.) ______________________________

____

2. Name any courses you have taken in the past, but are not taking now.

____

3. What are your hobbies? ______________________________

Name hobbies you have had in the past ____________________

4. To what clubs and organizations do you belong? (in and out of school)

____

____

5. Encircle those above in which you have taken a leading part.

6. What do you enjoy more than anything else? ________________

7. List the school clubs, activities, etc. in which you plan to participate.

____

8. Name any such activities in which you took part last year. ________

____

9. Have you any feeling of failure? ________ If so, in what way? ___

____

10. In what ways do you lack confidence in yourself? ____________

____

11. What unusual accomplishments of your own stand out most strongly in your mind? ______________________________

IV. VOCATIONAL INTERESTS AND PLANS

1. Name one or more kinds of work you have considered for your life work. Give your first, second and third choices in that order of preference.

   a. ______________________ b. ______________________

   c. ______________________

2. What vocational career has often been suggested for you? ____________

   ____

3. What vocation do your parents want you to follow? ______________

   Why? ______________________________________

4. What are your greatest vocational assets or special abilities as you see them? ______________________________

5. How far are you planning to go through school before getting a job?

   ____

6. List in order of interest three occupations about which you would like information:

   a. ______________________ b. ______________________

   c. ______________________

V. HEALTH

1. Name of family doctor ______________________________

Address ______________________________

2. What is your present physical condition? ______________

3. Have you any physical or health handicaps? Please list: ________

____

4. Is your vision normal? ______________________________

Do you wear glasses? ______________________________

5. Height: ________ Feet ________ Inches ________

Weight: ________ Pounds ________

6. Do you sometimes worry about your health? ______________

7. Do you stutter or stammer? ______________________________

8. Are you left or right handed? ______________________________

9. Can you see the blackboard from the back of the room? ________

10. Can you hear the teacher from the back of the room? ________

11. Have you ever talked over personal problems or plans with someone?

________________ If so, whom did you consult regarding your

problems? ______________________________

12. Do you have need for special seating in classes, or other conditions which the teachers should know to help you? ______________________

____

VI. MISCELLANEOUS

1. To what church do you belong? ______________________

Do you attend regularly? ______________________

2. How much allowance do you receive? ______________________

How do you spend it? ______________________

[illegible]. What things are you required to do regularly around your home? ______

____

4. How often do your parents visit you at your boarding place? ______

______________________ How often do you visit home? ______

____

5. What did you do during summer holidays just past? ______________

____

6. If you have any after-school or Saturday job, name it. ______________

______________________ Place ______________________

How do you spend the money you earn at the above job? ______________

____

VII. PLEASE LIST ANY QUESTIONS you would like to discuss with the Counsellors.

VIII. CHOICE OF SUBJECTS

As soon as your choices are finalized, list below the subjects you are taking this year. List separately the subjects that you are repeating from the previous grade, if any.

PRESENT GRADE	REPEATING FROM PREVIOUS GRADE

LESSON 45

3 hours

INTERPERSONAL RELATIONSHIPS AND JOB ROLES

Behavioral Objectives:

1. Practices interpersonal relationship of giving praise and helpful advice to peers.

2. Examines possible areas of interpersonal relationship within a social institution.

3. Appreciates the importance of good relationships within an organization.

Material:

1. Motion picture projector.

2. Films: "Man on the Assembly Line."
   "The Clerk."

3. Overhead projector.

4. Projectuals: 1.2 "Socanic Relationships".
   8.2 "The Hierarchy of Human Needs."

5. Flip chart, felt pens.

6. V.T.R.

Procedure:

1. Review the assignment in Lesson 40, "Leadership Qualities."

2. Tell the students that one of the most difficult skills to master in interpersonal relationships is to give an objective report of a close acquaintance. This is made

> somewhat harder if the person is present when you are evaluating him. However the assignment in Lesson 40 was to do this. This should give each one a better concept of his own leadership potential. It also gave training in recognizing leadership qualities. It should assist students in practicing communication about and with persons concerning their strengths and abilities.

As the students evaluate the leadership qualities of the person whose name they drew ask them to give instances when this person exhibited this quality. Allow other students to supplement and verify these opinions.

Students describe leadership qualitie of each other.

This exercise will not only be difficult for the student doing the evaluating, but will also be threatening to the student being evaluated. Encourage the students to accept the evaluation as a careful, honest appraisal of their abilities, and to think about the suggestions which will help them become more capable as leaders.

Hand out Appendix A.

Hand out the reading in Appendix A. Give each student the opportunity to read it and to answer the questions which follow. Then ask the students, "What could Bill do to improve the situation?" and list their answers on a flip chart. Notice that the situation that Ike faced is basically the same problem that the class experienced when telling the other person of their leadership qualities, but it is the opposite situation of telling a person where he is making a mistake, that if he expects to keep his job he must make certain changes. The class should determine several ways that Ike could confront Bill with the problem. Ask for volunteers to role play these suggestions. Videotape the role plays, then replay for evaluation. Tell the students that when they are hired by an institution, they will have to master both of the skills of telling a person that he is doing a good job, and that he is making mistakes and needs to make some changes. Without practice this skill is very difficult, but with practice it can be handled comfortably.

Flip chart.

Role play
Videotape.
Replay.

Guide the students into thinking about interpersonal relationships that can exist at work. Show projectual 1.2, and notice that we have interpersonal relationships at work with our peers, (people who are equal status with ourselves), our supervisors, and our clients. Explain that the projectual shows these relationships and the possible conflict area between the peer group and the supervisory staff. Notice that people sometimes have difficulty in getting along well with both their peers and

Projectual 1.2
"Socanic
Relationships"

supervisors as often there is a conflict of feelings between the two groups. Discuss different relationships that could exist with each of the three groups. One level to be dealt with should be interpersonal relationships with one's peer group. Ask the students to list a number of activities which they could have in common with peers at work. To some degree they will share office equipment, clients, supervisory staff, working conditions, leisure activities at coffee break, work responsibilities, and as time goes on, there will be a sharing of confidential feelings between the members of the group. Discuss some of the broader categories which would ensure good interpersonal relationships such as conforming to group norms, sincerity, honesty, and consistent behavior, friendliness, mutual respect when working with clients or solving problems.

Next examine and list interpersonal relations between the Socanic and the supervisory staff. The Socanic needs to maintain a healthy relationship with the supervisor; he should recognize his authority, should feel free to discuss existing problems, to state his own opinion, and to take a stand. The supervisor should be seen as a teacher, a guide, an authority in the field in which the Socanic is working as a para-professional. The Socanic should be aware that there are appropriate places and persons where he should raise his questions, concerns and opinions. The group can probably add more to these.

Discuss the relationship between the Socanic and the client. The Socanic, as a helping person, should maintain a friendly, open relationship with the clients in which they specialize in understanding the client's problem and his needs, and communicate these to the professional staff. The Socanic can serve as a liaison between the client and the professional. Interpersonal relationships on this level should not become so thick and so involved that the Socanic cannot make a fair evaluation of the client's needs.

Show the film, "The Man on the Assembly Line." After viewing the film, have the group list factors which were beneficial and detrimental to the job situation as represented in the film. Notice the role that working conditions played in the film. Lead the discussion toward a listing of general factors which are considered by the group as necessary for self satisfaction in an employment situation.

Film:
"Man on the Assembly Line"
Flip chart.

Show the second film, "The Clerk." Raise the question, "How far should an employer be expected to go in relieving dull, repressive work conditions for the sake of his employees' satisfaction?" Help students discuss the situation, and a means by which they could approach the supervisor to affect changes in the working conditions.

Film:
"The Clerk"

Introduce the hierarchy of human needs. Show the projectual "The Hierarchy of Human Needs," 8.2, and notice that job satisfaction is closely related to human needs. On levels 1 and 2, the basic human needs of food, clothing, shelter, and other physical comforts, security of income, a safe neighborhood, financial independence, can all be supplied by the money one receives from his job. But since a person spends about half of his waking time on the job, it must also supply some of the higher level of human needs, such as social respectability, esteem and self respect, and an opportunity for self realization and accomplishment.

Projectual 8.2
"The Hierarchy
of Human Needs."

Problems in interpersonal relationships and job roles occur when these needs of employees are not met. This could happen and conflicts could occur when a person has a low job satisfaction, low confidence in the organization, or a high tension level on the job.

If the students begin to discuss job satisfaction and human needs, refer to Appendix B for additional information.

Appendix B.

APPENDIX A

GETTING ALONG WITH OTHERS

"You know what my foreman just told me?" said Bill. "You won't believe it."

"What did he tell you?" Ike asked.

"He said that if I didn't show that I could get along with the other fellows in the shop, he would fire me! Whoever heard of anything like that? I don't speak to every Tom, Dick, and Harry, and I don't want them speaking to me. Why should it matter, anyhow? As long as I do my job well, I think that's enough."

"Well, Bill," said Ike, "If the foreman told me that, I would thank him and think what I could do to show him I can get along with the other men. Think it over, man, before you do something you'll be sorry for. You can't live in this world alone, you know."

Bill was mad because he had been called down about the way he treated other workers. He was new on this job. Before coming to it, he had worked in his cousin's store. On that job he said anything he wanted to customers. He did not think he had to be nice to them. They were always coming in for credit or to cash their welfare cheques.

Bill's father was a farmer. "He had hired help, and we were always taught never to have anything to say to them. As children we were taught that these people were below us."

Bill went as far as seventh grade in school. This was the first time he has worked away from his small home town.

Bill needs his job. He enjoys his work, but he's not sure if he can do all these other things. He says, "It's hard to teach an old dog new tricks."

A friend, Ike, has been trying to help Bill. He told Bill that he started out the same way. His home training was about the same, and he also came from a small town. He got a job in the big factory when he was down to his last quarter.

Ike tells Bill, "Every day for fifteen years I have looked to see what I could do to make my job easier. I found that, just by being pleasant and kind to the other guys, the day passed faster. I found that what I had learned as a child was all right, but it is what I do as a man that counts. Every day I have tried to do a good job, and I have also tried to be a better man: In the end, it's done me the most good. Those other fellows can help you a lot when you are friendly."

THINGS TO THINK ABOUT

1. Why is it important to get along with other people on the job?
2. How important is home training in learning to get along with others? Explain.
3. Do you think Ike will be able to help Bill get along better with other men? Give reasons for your answer.
4. Do you think it will be easy for Bill to change his feelings toward people? Explain.
5. Does a person like Bill need to be understood, or should he have known how to work with others? Why?
6. Do you think the foreman or the workers could help Bill? Why?
7. How soon should Bill start doing something about this? Why?

THINGS BILL MIGHT DO

1. Get to know better the people he is working with. Then he will not always think of the other employees as "the hired hands", "people with welfare cheques" or "people below him".
2. Look at himself and try to see if the ideas he has about people are his own, or hand-me-down ideas he got from someone else. In trying to change his ideas about other people, he may be surprised to find his feelings toward himself change, too.
3. Try to develop himself. He should talk with people more, attend meetings of the church, the civic club, the Y.M.C.A., or other groups in which the people are trying to help others.
4. Above all, try to get to know some of the people "below" him.

APPENDIX B

Some Factors Determining Job Satisfaction.

Abraham H. Maslow has compiled a list of human needs starting with the basic lower levels. We will take these needs and try to interpret them in terms of evaluating jobs, as these are needs which must be met to insure satisfaction in life and work.

Level 1 Basic Physical Needs

Food, clothing, shelter, and physical comforts.

Level 2 Safety, Security

Stabilized income and employment, safe neighborhood, financial independence.

(All these things can be satisfied with money)

Level 3 Love, Affection, Social Activity

Level 4 Esteem and Self Respect

Favourable self concept, growth promoting level of aspiration.

Level 5 Self-Realization, Accomplishment

Fulfilment of potential.

Some Factors Determining Job Dissatisfaction.

1. Pay and Fringe Benefits
    - a. How do the wages compare with others doing the same job?
    - b. How does the pay compare with other industries?
    - c. Is the pay in keeping with the cost of living?

2. The Nature Of Work

   a. Is the job interesting, worthwhile, creative?

   b. Are authorities and responsibility clearly defined?

3. Working Conditions

   a. Safe from accidents.

   b. How pleasant is the atmosphere (clean, noise, light, color)?

   c. How much overtime?

4. Treatment By Others (Interpersonal Relationships)

   a. How are employees treated by supervisors, associates, subordinates?

   b. Are his ideas, suggestions and grievances listened to and appreciated by others?

   c. Does he have any chance of promotion?

5. Security

   a. Is the firm likely to lay him off?

   b. Is he likely to be replaced in his job?

LESSON 46

HUMAN RELATIONS 3 B 3 hours

METHODS AND TECHNIQUES OF INTERVIEWING

Behavioral Objectives:

1. Develops an environment of understanding and rapport with the client.
2. Establishes a working relationship between him and the client.
3. Uses the tape recorder during an interview.

Materials:

1. V.T.R.
2. Tape recorders; one for every three students.

Introduction:

Hand out lesson sheets.

Interviewing is essentially face-to-face communication with the specific objective of effectively obtaining information from the client. The client brings to the interview special needs which must be identified and fulfilled. To accomplish this you must create and maintain an atmosphere in which the client feels free to communicate without fear of being judged or criticized.

Listening is a very important part of this process.

Focus the interview on the client and his problems. Encourage him to talk fully and frankly about his position. Let him know you understand what he is saying. Make him feel free to come and talk to you again.

Some basic attitudes needed in interviewing are:

1. Appropriate empathy
2. Nonpossessive warmth
3. Genuineness

Knowledge of Human Needs and Behavior.

When interviewing, keep in mind certain basic needs of the client.

Refer to Lesson 8, "Human Needs."

1. To be recognized as an individual.
2. To communicate, and to express himself freely.
3. To be understood and appreciated.
4. To have his ideas and problems recognized.

Self Awareness.

1. It is vital to interviewing to control your feelings.
2. Recognize areas of intolerance which would otherwise influence your judgement by causing you to react with anger, disgust, etc.
3. Know your own prejudices and how you react to people and situations because of them; otherwise you could interpret their statements in the light of your prejudice.

How to Conduct Interviews.

Preparing for the Interview:

1. Decide what the objective or objectives of this interview will be.
2. Know as much as possible about the client.
3. Make a definite appointment for the interview.

4. Arrange for a place of privacy to conduct the interview.
5. Put yourself in the client's place.
6. Study yourself.

Conducting the Interview:

1. Establish mutual confidence.
2. Establish pleasant associations.
3. Put the client at ease.
4. Listen to what the client says.
5. Allow enough time.

Closing the Interview:

1. Close at the appropriate point. Don't cut an interview short BUT don't drag it out.
2. Consolidate your gains by:
    - Summarizing the points covered.
    - Restating the agreements covered.
    - Stressing the value of this interview.
    - Expressing continued interest and leaving the door open for future interviews.
3. Use a natural closing.
    - Don't force it.
    - Be sincere.

Types of Interviews - (classified by method)

Individual Interview:

1. One-to-one relationship.

2. Used for fact-finding, appraisal, error correcting, grievances and counselling.

Group Interview:

1. Several persons interview a group.
2. Useful in observing individual reactions in a group situation.
3. Exposes leadership ability, problem solving ability, and the ability to get along with others.

Panel Interview:

1. A group or panel interviews one person.
2. Used to observe and evaluate personal characteristics of an individual, his ability to reason and express himself clearly, his attitudes, his interests, and his self appraisal. Different panel members may provide a different perspective.

Types of Interviews - (classified by technique)

Direct Interview:

1. Direct questioning is used.
2. Used to get facts.
3. Is effective where client is cooperative, relaxed, and is under no tension or apprehension.

Non Structured Interview:

1. Free flowing technique is used to get information without specifically asking for it.
2. Client is allowed to talk about anything he wishes.

3. The interviewer does not probe - he listens.

4. This technique is effective in counselling, grievances and appraisal interviews.

Methods of Interviewing.

The Interviewers role is to:

1. Convey interest and concern to client and show a desire to help.

2. Know the services of the agency or institution he represents and how to use them to the best interest of the client

3. Guide the interview to help the client express himself clearly and accurately.

Preparing for the Interview.

1. Know the purpose of the interview and become acquainted with any information available about the client or the situation.

2. Make sure that you will be free from interruptions.

Initial Contact:

Introduce yourself. Be positive, warm and friendly. Greet the client, recognize him as an individual. Encourage him to talk freely and deal with situations of immediate concern.

Use of a Common Language:

No effective communication can take place until you understand each other. Therefore avoid technical jargon. If the client speaks a different language, get an interpreter, or an interviewer fluent in the client's language.

Relationship:

1. Factors which Strengthen - acceptance, concern, listening and questioning for a fuller understanding.

2. Factors which Obstruct - indifference, insensitivity, aloofness, broken or late appointments.

Techniques in Interviewing.

Listening - Try to be receptive and understanding. Listen from client's point of view and don't put your own meaning into his words. Hear what is said, what is not said and how things are said. Give a positive response when you understand. If you do not fully understand, draw him out with questions. Reply in brief, relevant comments. An over talkative person may be just letting off steam or avoiding a problem. Use questions to draw him back to the purpose of the interview.

Observing - During an interview, observe appearance, tone, mannerisms, behavior and feelings of the client. All types of non-verbal communication should be considered along with verbal statements.

Questioning -

Types of Questions:

Review Lesson 32 "Questioning"

Open questions - Leave client free to talk about matters which he wishes to discuss. (e.g., "Could you tell me about . . .")

Closed Questions - Requires an answer restricted to a particular subject. Closes off opportunity to talk - (e.g., "What's your name . . .")

Probing questions - Used to explore in order to reveal new information.

Methods of Questioning:

When questioning people try not to ask them to express judgements about themselves (self-evaluation). It would be better to ask questions about the person's actions or experiences and to evaluate these results. If you need to find out what kind of judgement a person has, have them make judgements about a third person or situation. When questioned by the client it is best to be brief and truthful and to end your answer with a question that returns the interview to the client.

[Review the lesson "Questioning Procedures." Restate the purpose of questioning, which is not to ask good questions, but to secure information, or to clarify or supplement a statement.]

CONCLUSION.

Interviewing is a number of skills which can be learned and practiced. These consist mainly of the skills we have been studying - listening, giving and receiving feedback, human relations, encouraging confidence, and establishing the worth of others. It also requires a knowledge of human development which helps you compare a real life situation to an established normal situation, and an ability to arrange information into a logical order so valid decisions can be made.

INTERVIEW PRACTICE.

Divide the class into triads, and present each triad with one of the three interview situations from Appendix A. The triad should use all of the techniques of interviewing studied so far, except the questionnaire. The interviewer should tape record the interview. As two students role play the situation given to them, the third should summarize and evaluate the interviewer's methods. Allow about five minutes for each interview. Record good examples of interviewing on the V.T.R.

Triad - Role Plays.

V.T.R.

Reassemble into one group, and ask the students to evaluate interviewing methods and techniques used in the triads. Support the evaluation with a replay of the videotape.

Replay.

APPENDIX A

1. You are a welfare aide. A woman enters the office who has not been on welfare before. Her husband has been hurt in an accident, and will not be able to work for nine months. She needs help. You must find out the circumstances, size of family etc., so that a decision can be made about welfare assistance.

   You are a woman whose husband has been hurt in a home accident. He was not covered by any accident insurance and he will be off work for nine months, according to the doctor. You have three children; a boy, 10, girl, 8, and a girl, 5. You have just moved into the city. Your rent has to be paid, you are out of food, and you have no means of helping yourself. You tried to get work but are needed at home.

2. You are a teacher's aide. A sixth grade boy has not been getting his homework done for several weeks now, and he is in danger of failing. The teacher wants you to find out what the problem is at home, whether his parents have no interest in his work, or what.

   You are a sixth grade boy who has failed to do your homework for several weeks. You don't want your friends to know, but your father has been drinking heavily and has been away from home--the family does not know of his whereabouts. You are more concerned about the troubles at home than your school work.

3. You are a court worker. A man, twenty years old, is charged with breaking and entering. It is his first charge. You must find out what the situation is, and advise him.

   You are a man, twenty years old, who is charged with breaking and entering. It is your first charge. You were with some friends and went along with them on a job. You have no record, but have been close to trouble before. You are a little scared, and don't want to get a record. You are afraid to plead guilty, as you think you will get a jail sentence, but you are not sure if you can plead innocent and win the case.

LESSON 47

COMMUNICATION 1 J 4 hours

FINAL SPEAKING EXERCISE

Behavioral Objectives:

1. Delivers a speech 7 to 10 minutes in length.
    a. Establishes his purpose.
    b. Directs his message to his audience.
    c. Chooses words which make his meaning clear.
    d. Utilizes good voice control.

Materials:

1. V.T.R.
2. A copy of videotaped speeches from Lesson 3, "Establishing your Purpose."

Procedure:

1. Review Lesson 36, "Making Words Work for You."
2. Each student will deliver a 7 to 10 minute speech of his choice, in which he will be responsible for all of the speaking skills taught in Socanics in the evaluation.
3. Speeches should be videotaped. V.T.R.
4. Each student's speech will be replayed on the videotape. The student will have the first opportunity to evaluate his speech, followed by his fellow students. The coach will summarize and evaluate last. Replay
5. To help the students evaluate their progress in speaking skills, show a videotape playback of part of their first speech.

Advance Preparation for Lesson 48.

Buy enough gum to go around the class. Unwrap two sticks of the gum, and cut off about one quarter of an inch of each stick. Then rewrap, making sure this small piece is in the end of the wrapper. Put back in the package so that it looks like a new package of gum.

LESSON 48

HUMAN RELATIONS 3 C

3 hours in class
3 out of class

ATTITUDES AND INTERVIEWING

Behavioral Objectives:

1. Appreciates the effect of the attitude of the interviewer toward the client, and its effect upon the interviewing situation.
    a. After watching interview situations, recognizes specific attitudes displayed by both the client and the interviewer.
    b. Determines whether the attitude had a positive or a negative effect on the interview.
    c. Makes constructive suggestions to change the negative attitudes into positive ones.
    d. Suggests how to strengthen the positive approach.

Materials:

1. V.T.R.
2. Paper and pencils.
3. Gum as in the Advance Preparation.

Procedure:

Introduction.

We have learned and practiced the techniques and the methods of interviewing, but there is more to interviewing than knowing the proper techniques and approach. We must be able to apply this knowledge. In order to do so, we must begin to use the interpersonal relationships which we have practiced in the group dynamics sessions.

In order to be good interviewers, we must first learn the skill of empathetic understanding. We must not only be able to communicate our thoughts and receive their messages, but we must be able to communicate a non-possessive warmth and a genuiness of feeling for the client's well-being.

THE INTERVIEWER MUST DEVELOP THE SKILLS AND THE ABILITY TO PERCEIVE AND TO COMMUNICATE WITH ACCURACY AND SENSITIVITY.

Attitudes and Reactions.

1. Be Aware of Your Attitudes and Prejudices.

   It is difficult to conceal an attitude, particularly if it is accompanied by strong feelings. The attitudes which we have developed throughout our lives are going to directly affect us as interviewers, because, whether we want to or not, we are going to show our clients our attitudes toward them.

   For example, a well trained psychologist admits having a deep seated prejudice toward homosexuals. Although his training has made it possible for him to deal sympathetically with most people with psychological problems, after years of experience his attitude still makes it impossible for him to work effectively with homosexuals because his strong dislike for them is communicated to them during therapeutic sessions.

   In the same way if you have developed strong attitudes toward or against certain situations, whether you are aware or unaware of your prejudice, you will communicate it to your client before the interview has progressed very far. It becomes easier to deal with these problems if we are aware of them.

2. Be Sensitive to the Feelings of Your Client.

   Not only should we be aware of our own attitudes, but we need to be able to read the attitudes of the client. Most of us possess this ability, although many times we do not consciously know how we arrived at the conclusion.

Ask the students to close their eyes and listen to you closely. While the students are sitting with their eyes closed listening to you talk, have one of the students quietly operate the video cameras and record the facial expressions of various students. Ask them to think how they react when they realize that someone is mad at them. Say, "Are you eager to see this person, or do you try to avoid him? When you speak, do you act friendly, or just a little cool? Does his anger make you angry? Does it make you frightened? Or does it have no effect upon you?" Now tell the students to open their eyes, and as you read through the questions again, ask them to write down how they responded. Say, "In a sentence or two describe how you felt when you were thinking of someone being angry with you."

V.T.R.

Paper and pencils.

Now say "Close your eyes again. Try to see this scene: You have just walked in the front door of your own home. A close friend whom you have not seen for years is there. Think of his name. In your mind look at his face, hear his voice greeting you. Now remember how you feel. Open your eyes and write your feelings on your paper."

"Again close your eyes and just relax your mind and go with me in your imagination. You are now entering the home of an acquaintance. This is the first time you have seen that person since the death of one of his family. What are your feelings as you meet this friend? Are you holding back a little because you know of this person's deep feelings? Are you less outgoing than usual? Record your feelings now on the paper."

Now read the feelings you expressed each time. Ask the students "How many of you experienced changes of moods and feelings as you let your mind experience these situations?"

This ability to feel is called sensitivity. Encourage the students to discuss their feelings. Continue to record the discussion, making sure that you record facial expressions of the group as different students describe feelings of sadness, joy, pain, etc. Replay the tape, and notice the physical signs of sensitivity, and how well their facial expressions reflected the feelings that other students were describing.

Replay.

Remind the students that sensitivity is a matter of practice. We can either practice being indifferent to the feelings of others, or we can practice the skills of being sensitive. By nature, women are no more sensitive than are men. But within our culture, men are taught not to show their feelings, that this is unmanly, while women are expected to be demonstrative. Thus as a rule women develop a deeper awareness of feelings than do men.

Attitudes which Aid Interviewing.

1. A sense of the client's value.

As an interviewer, you are going to find that most of your clients are what you expect them to be. Someone that you expect to come up with worthwhile ideas will usually produce valid, worthwhile ideas. However when you interview people that you do not respect, whom you expect to be lazy or dishonest, you will find this trait slipping into your evaluation of them. But this presents a problem. Since your work in social institutions will be mainly with people who are "down and out", how can you avoid feeling that nothing is going to help them very much, particularly if they have already given up and convinced themselves of this?

Let the students discuss this situation before continuing on with the lesson sheets. Some suggestions that you may have to help them with are:

Re-establish goals for yourself and for him within the reach of this individual. Even if the step is very small in your opinion, it could be a major change for your client. This type of realistic goal setting could re-establish a feeling of confidence within the client, and thus become a means to other larger goals. His success could change your attitude toward him.

You can have confidence in a plan of action to help the client.

Your confidence in a plan to help the client succeed will probably be read by the client as a measure of confidence in him, and he will begin to see himself as able to accomplish the plan of action.

In both of these cases. notice that the reciprocal action of confidence becomes contagious and spreads to the client. When he begins to be optimistic, this in turn should support your feelings. If you can get this situation working the attitude of confidence will play leap-frog--first in you, then in him.

This concept could be expanded a great deal more, and some of the students might volunteer to give experiences and examples when they have seen attitudes displayed in one person spread to others around them. It should also be pointed out that negative attitudes are equally catching. In some situations discouragement is much easier to transmit than encouragement.

Another attitude that often affects an interviewer when considering the sense of the client's value is letting his own personal problems override the problems of the client.

Set up this role play. Videotape it. V.T.R.

Role #1.

You are a social welfare aide interviewing a client. You are listening to the client, but at the same time you are thinking about some of your own problems. You need some new tires on your car. But this reminds you that you are short of money. The last cheque you wrote could overdraw your account at the bank. Worry over these problems, but put on an outward show of interest in the client. Give the right verbal cues, etc.

Role #2.

You are a client, being interviewed by a social welfare aide. Tell him about the problems you are having with the house you are renting. Your roof leaks. It is too small. You are unhappy with it. If you had just ten dollars a month more, you could rent a better house, and you wouldn't have to put up with the leaky roof. Your furniture is being ruined. Get quite excited about your problems.

Watch the interview on videotape playback. Notice which of the two players got tired of the interview first. Have the client explain how he felt when he realized that the interviewer was not interested in his problem. Ask, "Even though this was just a role play situation, how did you feel when you realized that this man who was being paid to listen to you was really ignoring you." Replay

These are only two examples out of many that show how an interviewer's attitude concerning the worth of the client can affect the interview and will be transmitted to the client.

REMEMBER, IN INTERVIEWING:

1. Most people will do what you expect them to.

   Your attitude toward your client's worth will be reflected by his attitudes and his responses to your plans to help him. If you cannot see any value in a certain person at all, try to get him taken off your case load.

2. Be genuine in your encounters with your clients.

   This is another way of stating the axiom that honesty is the best approach. If you think a client's suggestion is totally unworkable, you might as well be honest and tell him so, as to give a verbal response to its value, and a non verbal response which contradicts it.

Pass out your gum so that most of the students get a piece of gum, but a couple of them get an empty wrapper. Notice that it doesn't take them long to figure out that the other guys got something that they didn't.

Say to the students, "To be real genuine with you, I have the feeling that some of you feel that you were shortchanged on this gum deal."

The same thing usually happens with an interviewer who puts on an outer show of agreement, but obviously doesn't agree. The client will find him out just about as fast and just about as empty as some of you found your gum wrapper."

Ask the students who got the empty gum wrappers, "Did you think about getting a stick of gum until it was offered to you? Would you rather not have been offered a stick of gum at all, as to be fooled?

The opposite of "genuine" is "counterfeit." To not give what you offer to give, or to not give what you are pretending is being counterfeit. Dishonesty will show up like a six dollar bill!

3. Create a non-threatening atmosphere.

   Make the interview a place where it is safe for the client to unburden himself. The client is never going to share threatening confidences with an interviewer who will be thrown off the track with some petty or unimportant issue. The truly threatening problems of his life will come to light slowly as he finds within your presence a safe place to let down his defenses and to find help. This means that to be effective as an interviewer, you must be able to continue to see the client as a person whom you can help and respect, even though he has done things which you do not respect. This attitude can be developed through training, so that you can separate the individual from certain destroying elements within his life, and seek to help him overcome these factors.

This particular interviewing skill is contrary to our basic nature. We are seldom able to separate a person from the things that he has done in the past and to see the potential he might have in the future. Yet if we are able to see him as he could be, we can be quite genuine in our attempt to help him.

4. Remain nonpossessive with your clients.

By nature it is hard to be nonpossessive about things that we feel that we have a stake in. But in order to be a good interviewer, we must develop the attitude of being nonpossessive: to be able to help, to spend time and money to help without demanding a share in the improved product.

5. Come to grips with the client's meaning.

Definition "empathy."

One of the more difficult attitudes in interviewing is that of empathy. Empathy is not only understanding the words, but entering into a person's communication, verbal and non verbal, so that you get the meaning of his words as well as the meaning of his emotions. Empathy involves allowing him to know that you have his meaning.

V.T.R.

Set up a role play situation.

Role #1

You are a teacher's aide who has been asked to interview the parent of a child. To be blunt, the child is a spoiled brat, but of course you dare not be blunt with the parent. He kept disrupting the study period that you were supervising, until you threatened to send him to the principal, knowing that for this offense, the principal would probably strap him.

As a teacher's aide, you are supposed to remain calm and explain the situation to the parent.

Role #2.

You are the parent of a child who believes that punishment is detrimental to a child's development. You have never disciplined your child, and you have asked for an interview with the teacher's aide who threatened to send your child to the principal if he did not stop disrupting the study period.

You are highly indignant, because you think that the teacher's aide is thwarting the creative potential of your child. You are mad, and you let it be known that you are mad.

Replay the action on the videotape. Notice how long it takes the interviewer to reflect the attitudes of the angry client, even though he is trying to remain calm. Replay.

Role #1.

You are a court worker interviewing a middle aged lady whose son is one of your clients. You know from talking with the client that he is guilty of stealing a car and taking it for a joy ride. He was caught driving the car. Since this is his first offense, you have advised the client to plead guilty, and you believe that he will get a suspended sentence. V.T.R.

Role #2.

You are a middle-aged lady, the mother of a sixteen year old boy who is charged with stealing a car. You know there is some mistake, since your boy would not have stolen a car. You feel that for him to plead guilty would be a terrible mistake. You keep insisting that in Canada a person is innocent until he is proven guilty. You are not mad, but terribly hurt and disappointed that your son is being charged with this offense.

After the video replay, see if the interviewer showed empathy with the mother, but still persuaded her that the best course was for her son to plead guilty. Watch to see if the interviewer was affected by the attitude of the mother. Did he affect her decision by his attitude? Replay.

Divide the class into teams for the assignment. Stress to them that this assignment is an important one and that if they begin immediately they will have ample time to complete it.

ASSIGNMENT

Each of the three groups will select and research a social institution within the community. Choose the school system, welfare, police department, courts and judicial system, or any other similar institution. You will be able to use any of the skills taught in the Socanics course to further your research. You can interview staff, clients, and citizens in the community concerning the function of the institution. (You may want to use tape recorders for your interviews.) Use the library to research background information.

Divide your report into three sections:

1. The institution as seen by its clients,
2. As it is seen by the staff of the institution,
3. As it is seen by the community as a whole.

You will report your findings:

1. Through a panel discussion, followed by a question period.
2. In a written report. This report should be typed, and copies duplicated to be distributed following the panel discussion.

Do not choose the same institution as the other groups.

The panel discussion and reports will be part of the assignment for Lesson 60, "The Socanic and the Community."

LESSON 49

COMMUNICATION 2 G 3 hours

CONSTRUCTING YOUR REPORT

Behavioral Objectives:

1. Develops the format for a written report.
    a. Introduces the report by stating the main purpose.
    b. Summarizes the report briefly.
    c. Uses factual evidence supporting the conclusion.
    d. Gives the reader a concrete decision.
    e. Recommends changes needed or a plan to be implemented.
2. Makes the report accurate, brief and clear.

Materials:

1. Overhead projector.
2. Projectual 49.1 "Parts of a Written Report."

Procedure:

Introduction.

Read and discuss lesson with students.

Reports are written to carry accurate, factual material from one person to another. For this reason they should be kept accurate, as short as possible, using words that will clearly communicate the thought.

Reports are not written to be entertaining or to display great literary style. Therefore the writer must concentrate upon his purpose and proceed as directly to his conclusion as possible.

The following is a recommended style for written reports.

Writing a Report

Good reports are short and to the point. The reading habits of busy people make it necessary for you to plan what you are going to write, and then say it in as few words as possible.

1. The ABC's of Writing a Report

   Your report should be:

   A Accurate - Get the facts right. Mistakes waste time and money.

   B Brief - Be short and to the point; make the best use of every word.

   C Clear - Make the reader understand what you mean. The wrong words will confuse the reader.

2. Organizing the Report

   Before you write a report you should know:

   a. the main purpose of the report (to you).

   b. what is most important to the reader.

   c. what is least important to the reader.

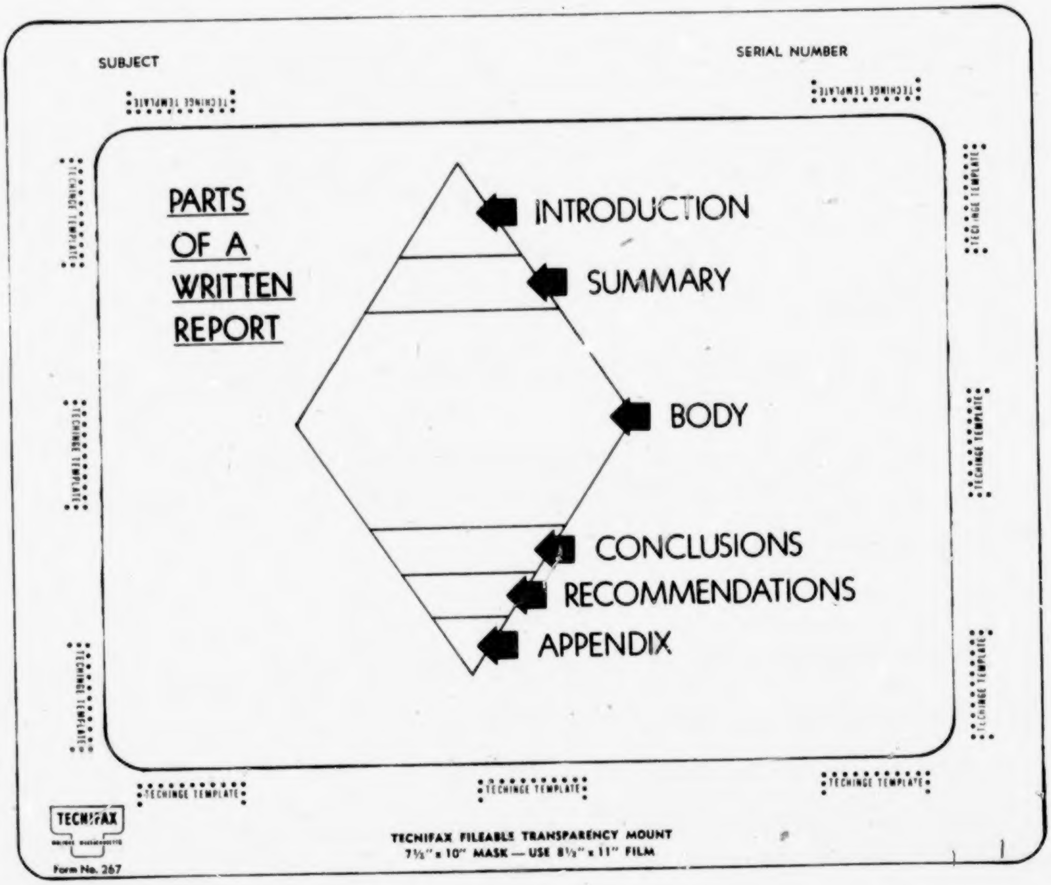
   In every case, KNOW YOUR READER. Find out from him what things he thinks are important.

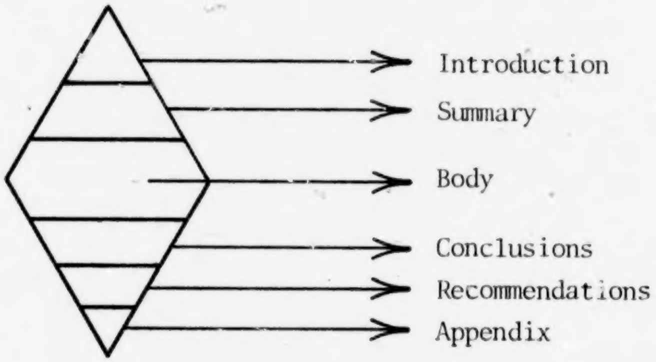
3. Parts of a Written Report

   Most reports have the following basic parts:

Projectual 49.1
"Parts of a Written
Report."

49.1 PARTS OF A WRITTEN REPORT


SUBJECT
SERIAL NUMBER
PARTS OF A WRITTEN REPORT
INTRODUCTION
SUMMARY
BODY
CONCLUSIONS
RECOMMENDATIONS
APPENDIX
TECHINGE TEMPLATE
TECHNIFAX
TECHNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM
Form No. 267



a. Introduction (preface, objectives, purpose of report)

Tells the reader why the report is being written (main purpose).

b. Summary (synopsis)

Sums up the whole report in a few sentences for the reader.

Helps your reader accept and understand your report.

c. Body (details, discussion, experiment, procedure)

This is the main part of your report. It provides the reader with facts and detailed information that supports your conclusion.

You must use facts to convince the reader that your conclusion is the right one.

d. Conclusions (results)

Tells the reader what your decision is.

The conclusion is based only on the information given in the body of the report.

e. Recommendation (suggestions, comments, opinions)

Tells the reader what you think should be done.

Recommendations are based on the conclusions.

f. Appendix (tables, illustrations)

Includes material that may help the reader understand the report better, e.g. detailed statistics, maps, pictures, etc.

A Sample Report.

The following report was written by Joseph Dupont, community development worker, to the town, municipal and provincial governments regarding the need for a rink and recreation center located in the Town of Spring Lake.

Introduction

The isolated community of Spring Lake is without a rink and recreation center. This report deals with the study that was done to investigate the need for a recreation center in this community.

Summary

Spring Lake now has a population of 200 adults, 300 teen-agers, and 500 children. The investigation into the recreation needs of these people was carried out by interviewing fifty families scattered throughout the town and community.

The results showed that most people were in favour of having a recreation center to provide for cultural and recreational needs.

It is recommended that a rink and recreation center be built in this community.

Body

A. The problem.

Does the community of Spring Lake need a recreation center? Population of Spring Lake community is 1,000 people. It is felt that this community needs and would utilize the facility of a rink and recreation center.

There is now no formal recreation program for children outside of school hours.

There is no building to house cultural and community events, other than school classrooms.

There are resource persons within the community willing to organize recreation programs for children and head community and cultural events.

This community is located fifty miles from the nearest urban area with recreation facilities, twenty miles from the nearest curling rink.

The teen-agers and young people now have no place to gather except two local pool rooms.

The high school has no gymnasium.

B. Study of the Needs.

Fifty families were interviewed, using the following questions, in December, 1974.

1. How many are in your family?

2. What are their ages?

3. What type of recreation do you now take part in?

    Summer:

    Winter:

4. What types of recreation would you like to take part in if it was available in the community?

    Summer:

    Winter:

5. Would you be interested in your children taking part in organized sports and recreation? How many children would take part in each activity?

	Number
Hockey:	---
Baseball:	---
Figure Skating:	---

Drama activities:	---
Art activities:	---
Other:	---

6. Would you and your family participate in cultural activities if they were available in the community? What ones would you like to see started?

Results:

Detailed breakdown of questions and answers from the interviews shown in Appendix A.

Summary of the Results:

Average family size: 10

Average adults per family: 2

Average teen-agers per family: 3

Average children per family: 5

Recreations they would participate in if available:

Summer: softball, baseball, soccer.

Winter: skating, hockey, curling, figure skating, square dancing.

Cultural activities they would enjoy if available:

Art classes.

Drama activities.

Music groups.

Leather work and bead work classes.

Families in favour of recreational center and rink:	38
Opposed:	9
Neutral or indifferent:	3

Reasons given for favouring recreational center and rink:

1. Better opportunities for children.
2. Opportunities for cultural advancement.
3. Interested in local sports to compete with neighbouring towns.
4. Keep teen-agers out of trouble, give them something to do.

Recommendation:

Since the community of Spring Lake is isolated from recreational and cultural centers and there is considerable interest indicated in community affairs, I would recommend to the three levels of government that they would consider providing a rink and recreational center in the town of Spring Lake .

APPENDIX:

Here will be listed all answers to questions, and a table showing the detailed breakdown of the population of the community.

ASSIGNMENT:

Using the sample report as a guide, students shall write a report.

The following are suggested subjects:

1. A social problem of your home community.
2. The need for teacher's aides, social work aides, court workers, health workers, or alcohol workers in a community.

Assignment will be due in one week.

LESSON 50

COMMUNICATION 4 A 3 hours

WHAT IS A CASE STUDY?

Behavioral Objectives:

1. Recognizes the purposes of a case study:
    a. as an educational method.
    b. as a method of recording information about a client for a social institution.

WHAT IS A CASE STUDY

A case study is a widely used method of reporting or recording the facts surrounding an individual case as it is handled by the staff in a social institution. The case study lends itself to many uses. It can be used as a vital teaching method, and as such it has many advantages over other forms of reporting and recording specific facts.

1. It stimulates the active response and the contribution on the part of the reader.
2. It heightens the interest of the reader.
3. It allows the reader the opportunity to apply his own judgement and his own experience to the case. It presents the reader with an open question approach to the subject. The answers are not supplied; the reader is allowed to seek for acceptable solutions.
4. It provides practice in evaluating situations surrounding a life problem.
5. It can be used to open a discussion, and to aid further research in finding solutions to problems.

Although it is often used as a teaching method, its primary use is within social institutions.

1. It gives a history of a client from which can be charted a course for the client's future.

2. An adequate case study makes it possible for another professional within the institution to continue working with the client when the first one transfers the case or terminates his employment.

3. Case studies are used when making referrals to other agencies.

The Form of a Case Study.

A case study may take the form of a factual written report which provides another worker with the information needed to begin working with a client.

First a brief resume of background material is given, then a brief statement of each contact with the client, so the next worker will have at his disposal all the information needed to work with him.

Things that a Case Study Does Not Do.

1. A case study is not a story, as such. Although it always has characters, somewhat of a plot, it usually does not come to a conclusion where the client lives happily ever after. Instead of being a story, the case study is a realistic appraisal of the facts concerning a specific case. It includes the good and the bad, the weaknesses and the strengths of the client involved. While it presents the facts, it does not attempt to present all the facts concerning the client, only those which are directly related to the problem immediately facing the agency.

2. The case study is non judgemental. Again it proposes to report the facts, and leaves the judgement to the reader. But while it is not judgemental, it includes some aspects which could be considered by some to judge. First, it

> reports all the facts. If a man is a drunkard, it reports that, or any other facts which are deemed necessary to adequately portray the case to the reader. A good case study also provides the reader with the first worker's professional opinion of the case.

Hand out Appendix A.

Read the case study in Appendix A and discuss it with the class, first for the context of the study, then examining the structure. Notice how important facts are recorded, how the case unfolds and shows the client as he is being treated and cared for.

APPENDIX A

CASE STUDY

Eddie R., 26 years old.

Family

Father, John R., age 71, of Regina, Sask. He gives his occupation as a wheel wright, but has been on welfare since 1944. The worker has never seen the father, but it is reported that he is of small stature, and below normal intelligence. Apparently he drinks, gambles, and quarrels constantly with his wife, beats up the children any time they irritate him, and is reported to be a bookie.

Mother, Mary R., 57 years old, is an extremely obese woman, who has a dirty, untidy appearance and habits. She has light brown hair starting to grey, dark eyes, and a poor complexion due to a skin disease which she has had most of her life. She is very demanding of her children at times. The worker found her quite dull and unresponsive to questionings, although she does attempt to cooperate with the agency, particularly after she has gained confidence with the worker.

Siblings,

Eddie is the fifth of eleven children, of which Eddie and the three youngest children are still living at home.

Stanley, 20 years old, completed grade ten, and has been unemployed most of the time since he has been out of school. He lived at home until last September when he got married. He is still unemployed, living on welfare assistance. His mother describes him as a very handsome boy, but too frail to work.

Gordon, 15 years old, committed in December, 1966, to the Portage home for the mentally defective.

Helen, 27, has also been committed to a home for the mentally deficient for a number of years.

Leonard, 14 years old, in grade five. I.Q. taken in 1967 was 67, but apparently dropped because I.Q. taken in 1970 was only 30. However, he is functioning nearer the 67 level in school.

Garry, 12 years old, in grade six, is having difficulty in school. His teachers believe him to be of borderline intelligence.

Danny, 11 years old, grade three. Tested I.Q. is 75.

Epilepsy

There is a family history of epilepsy - one sister, one brother, one cousin, and one grandparent are known to have epileptic seizures.

Description

Eddie is of average height; he is rather thin, and walks hunched over. His head is quite large and appears to be out of proportion with the rest of his body. His features are very heavy, his lips are thick, and his nose and his chin are quite large, whereas his eyes are small and dark. His present I.Q. is 75, but his mental condition is slowly deteriorating.

Health

From 1962 to 1964, he suffered almost daily from petit mal seizures, and grand mal seizures weekly. His seizures are controlled through medication. The occasional seizure that does occur is petit. He is an average smoker and a moderate drinker.

Education

He completed grade nine in 1960, but failed to continue because of his illness. When trying to express himself, he uses big words, which often come out wrong.

Employment History

He has no trade and has never been employed, other than an occasional odd job. He feels because of his seizures that he cannot work.

Social History

Eddie has very few interests. At one time he enjoyed reading, but does very little of it now. He spends most of his time roaming around the neighborhood, or staying at home, watching T.V. or listening to the radio.

June 2, 1970

W's first contact with Eddie was when he was living at the Salvation Army. Eddie had had a seizure one night and the Salvation Army requested that Eddie be moved into a boarding situation where he would receive care and supervision. They were not able to offer him any care here and they were afraid that he would become ill once again. W. looked around at many boarding homes and took Eddie to see several of these places but Eddie was not satisfied with them because the suitable ones were out in the suburbs and he felt that it would be an inconvenience for him since most of his friends and family are in the city here. Finally a satisfactory boarding home was found for him on Lipton St. and after Eddie saw it, he agreed to move here on June 16th, 1961. The B. & R. rate here was $68.00 a month, and W. explained Eddie's expenses to him so that he understood how much he would have to pay every month and how much he would have left over for clothing and H. & P. needs ($10.00).

June 19, 1971

Eddie came into the office to speak to W. about his budget. W. went with him again and Eddie seemed dissatisfied. He felt that he didn't have very much spending money left over for himself and stated that when he was in the Salvation Army he didn't spend much money on food and he was saving himself a bit of money. He asked if he could move into a cheaper room and W. explained to him it would be difficult to find a cheaper place which would offer him B. & R. and laundry service as well as care and supervision when required.

June 22, 1971

Eddie came into the office again to inform W. that he had found a room on Carlton St. for $30.00 a month and he would be eating out in a restaurant. He went on to explain that he is not satisfied with a boarding arrangement because he does not have enough money to himself. He stated it would be cheaper for him to live in a room and eat in a restaurant and have his laundry sent out, and in this way he could save a little bit of money. W. figured out with him that it would cost him more to pay $30.00 a month along with restaurant expenses and laundry than it would in his present B & R. arrangement. Eddie agreed that it would be quite expensive to live on his own. W. also explained to him the need for him to be living in a place where he can be looked into occasionally by the landlady or some other person in the house in case anything happened to him, whereas he would not receive such care and supervision if he was living alone. Eddie agreed and stated that he really isn't too unhappy here and that he would try it out a while longer. His only problem seems to be in wanting a little more spending money for himself. He can't seem to get used to the fact that he pays for almost all of his keep at once which is something he didn't do before, when he was staying at the Salvation Army.

July 28, 1971

Eddie phoned W. and explained that he wants to move out and be on his own. He is very unhappy in his present situation as he feels that he is badly treated here. He feels also that it is too expensive here for him and he isn't saving any money. He wants to pay for rent only and eat out in a restaurant and have more money to himself. W. told Eddie that he would have to be discussed with the Supervisor before any decisions were made. The Supervisor was away on holidays at the time so that W. told Eddie that it would be a while yet before he heard from W. again.

August 10, 1970

Eddie phoned again and explained that he has to move out now because he had two seizures on Sunday and one on Monday. He said there is too much excitement around the house because there are several children running around and constantly bothering him and getting on his nerves. He said the landlady is never home and he doesn't like the food. He said he bought some food for himself which he put into the refrigerator and when he went to use it, it was gone. W. stated that we would contact him as soon as other accommodations were found for him.

August 15, 1970

Eddie phoned and told the W. that he would like to move home till the end of August but he has not yet discussed his moving out with his landlady. W. asked Eddie if his M. would not take him on for any longer than this and he replied that he could possibly stay longer. However Eddie said that he would like to live at home and pay rent only and eat out in a restaurant. W. suggested that Eddie ask his landlady for 1/2 a month's rent, but if he could not get this then he would probably have to stay there till the end of the month.

August 17, 1970

Eddie phoned W. to explain that he had no success with his landlady and that he would have to give her a month's notice. Eddie will have to remain there till the end of the month now, but W. explained that he would not have to pay her at the beginning of the next month and he might as well just move out at the end of August. W. asked Eddie what his M. expects to get for rent from him and Eddie replied that she has asked for about $20.00 a month. An adjustment was made in his budget and change of address was noted.

August 31, 1970

Eddie moved home today.

September 14, 1970

W. visited Eddie at home today to see how he was managing. He seems happy and satisfied with his living arrangements. He sleeps in the living room on the davenport and there is a dresser there for him. He has coffee at home in the morning and eats his meals uptown, because he said the restaurants around home are too expensive. However he will not be able to go up town in the winter time too often and said he will have to find a restaurant around home. His M. complained that $20.00 per month for his room wasn't very much, and W. explained that Eddie does not have very much privacy since he is sleeping in the living room and that he could not pay very much more since he is eating in the restaurant and he needs the rest of his allowance for food.

November 28, 1970

M. called W. for a taxi for Eddie. She said that Eddie had seizures and required immediate treatment at the General Hospital. A taxi was sent out.

Later: W. called M. and she explained that Eddie had been falling all day yesterday and had been having "jerks and dizziness". M. phoned the doctor this morning and Eddie was to go to the General Hospital for tests first and then to the doctor's office for an injection.

November 28, 1970

M. called W. to inform W. that Eddie came home yesterday afternoon. The doctor had given him an injection and prescribed stronger pills and Eddie is feeling much better today.

March 28, 1971

M. phoned today complaining that she never gets any money from her husband's O.A.S. and they just can't seem to make ends meet. She said the children need clothes, and their rent is too high and they will have to try and find cheaper accommodations. She thinks Eddie should pay $30.00 a month for his room but W. explained that Eddie could not pay anymore than he is now because he would not be able to eat in a restaurant. W. then spoke to Eddie and he told W. that he would like to move up town. He said it's too crowded at home and he doesn't get along with his father. W. did not feel that these were very good reasons for Eddie to move out and explained to Eddie that we did not feel he would be better off anywhere else than he is at home. W. explained to him also that we did not approve of him moving out to live alone since we felt he required care and supervision and these were the reasons that he was put on our programme. Until there was good reason, W. told Eddie we would not consider it.

July 13, 1971

Eddie was in the office this afternoon once again stating that he wishes to move. W. advised him that we felt he should stay at home and that we had told him before we felt there was no real good reason for him moving away from home. Eddie wants to find himself a room and continue eating in a restaurant. W. explained once again the reasons why we did not want him to move out on his own. W. explained that because of his health it is felt that he requires some supervision and he would not find any place where the landlady would be willing to provide a little bit of care and supervision. Eddie said that he can look after himself quite well and he does not have any seizures because he takes his drugs regularly and these control his seizures. Eddie said that his F. & M. have been quarrelling a lot and said that all of this is very bad on his nerves. His M. is constantly hounding him for more rent money and Eddie feels that he is the cause of all their quarrels. Eddie admitted that he has been giving Stanley some money, and as soon as Eddie gives his mother the rent money she goes out and drinks. W. told Eddie that before we make any decisions on this that W. would like to go out and speak to his mother about him and see what the actual situation is at home.

July 30, 1971

W. visited M. at home today. When W. asked where Eddie was she explained that he had gone out for the afternoon and it appeared that he did not wish to be around when W. visited with M. M. stated that Eddie has decided to stay but he is "quite fed up with everything". M. said that her husband is out of the house all the time, leaving early in the morning and coming back late at night, so that there is not much quarrelling between Eddie and her husband and M. feels that things are going quite well for them. At least she could see no reason for Eddie moving out of the house now because Stanley will be married soon and Eddie will be taking over Stanley's bedroom and will have a whole room to himself. M. showed W. the bedroom and it is large and roomy with a new bedroom suite in it which Stanley recently bought wholesale when he started working at Eaton's Warehouse. There is also a T.V. in this room which Stanley bought and he is leaving it here for the family. It appears like Eddie should be quite comfortable in this room. M. told W. that she has always told Eddie herself that it would be foolish for him to move into a room and live alone for he would have a difficult time finding a good place because of his illness and no one would bother about him. M. said she thinks Eddie has already changed his mind and will probably stay on. She mentioned that Eddie is much better off at home since she can look after him and she mentioned he has been sick only once in all the time that he has been home. She did not say that this was a seizure but he was taken to the hospital one day, examined and released the same day.

March 8, 1972

Eddie phoned W. again on this date after many calls throughout the winter, pleading with W. to help him find new accommodations since he does not feel he can remain at home any longer. He said that he has no privacy in his room and his father is always bothering him and becomes very angry with him at the slightest thing. He explained that one time his T.V. was on a little too loud and his father came in and started beating him. Also Eddie claims that his M. goes out and drinks with her friends as soon as she gets her cheques and the young children are not getting the proper care. Eddie said he can't stand it any longer and he definitely wants to move. W. explained to Eddie because of his health condition he would have a difficult time finding a place where people would be willing to give him a little bit of attention. Eddie said he would like to find himself a room and eat in a restaurant, then he would have the privacy he wants. W. explained that we felt he would be best to remain at home since his M. understands his situation and he would be much more comfortable to remain here then he would anywhere else. W. explained that he could not allow him to move out and live on his own and eat in a restaurant since he was enrolled on our programme on the understanding that he required the care and supervision of another person which he would not get if he were to move out and live alone. Eddie insisted that he could not remain at home any longer and W. replied that he was free to do whatever he wished, but if he was to move out then he may not be entitled to Social Allowance any longer, and that he would think about this before he decided to move. Eddie said that if we weren't going to help him out then there was nothing he could do but to remain at home. W. explained that we would consider only a boarding placement for him and that if he could find suitable boarding accommodations then he could move. Eddie did not seem at all pleased with this suggestion. W. asked if he had any friends in the neighbourhood that would be willing to board him and Eddie replied that he could not think of anyone. He may inquire through his Church and said he would let W. know if he was able to find anything.

Advanced Preparation for Lesson 60

The program in lesson 60 should be considered as an important part of the Socanic course, and should be designed to draw together the skills learned and to demonstrate these skills to family and friends.

Have the class practice the skills of organizing and planning a program in which the students demonstrate their ability to research a problem and present their finding both orally and in writing. The coach will act as a master of ceremonies and the students will present the panel discussions as assigned in Lesson 48, "Attitudes in Interviewing". The students will plan the rest of the program who they want to invite, whether they will serve coffee, etc.

Encourage the students to set up a class meeting to select committees and outline the program.

LESSON 51

ORGANIZATIONAL 3 3 hours

ETHICAL BEHAVIOR

Behavioral Objective:

1. Given a number of situations, identifies ethical behavior.
    a. Modifies the situation to correct unethical behavior.

Materials:

1. Film: "Late for Work."
2. Projector.

Procedure:

Review the part of Lesson 2, "Group Dynamics", that deals with group ethics. Ask if anyone remembers what ethical behavior means. If several of them have ideas, listen to them all, and have the class decide upon the best definition, which might be a combination of several responses. One way of stating it briefly is that ethical behavior is doing the right thing at the right time.

Show film, "Late for Work". Discuss the film as related to ethical behavior.

Film.

Introduction.

One of the marks that distinguishes professional groups is that they govern themselves with a clearly defined code of ethics. Non professional groups are disciplined from without by employers. Professional people are disciplined from within by their own professional organization. A doctor who is found guilty by the College of Physicians and Surgeons of a breach of ethics can have his medical licence revoked. Likewise a lawyer found guilty of a breach of ethics can be removed from the bar by his fellow lawyers. This is the case of all truly professional groups. They maintain their standard and protect their professional name by enforcing an ethical code.

Para-professionals should become acquainted with the professional codes which set the standard for the professionals they work with. They should adhere to those standards to maintain the respect of and a working relationship with the professionals. Success in the terms of the Socanic will have to be measured in part by considering his relationships with the professional community.

TO GAIN THE RESPECT OF THE PROFESSIONALS AND TO WORK UNDER THEIR DIRECTION PROVIDES THE LEGITIMACY FOR THE PARA-PROFESSIONAL POSITION.

Although the ethical codes of various professions differ somewhat, there are certain basic standards which are common to all of them. We must be aware of these, and willing to accept them, when we enter into a working relationship with a social institution as aides to professional people.

A Socanic MUST Maintain Confidence.

One of the things that distinguishes professionals from the major working force is that because of their helping positions, they are taken into the confidence of many people within the community. People needing treatment are compelled to share with professionals secrets which they keep hidden from the closest of their associates. The professional must constantly remember that this information is not his to tell, nor his to use for his own benefit, or the benefit of another client. As para-professionals we must remember that we are not at liberty to share confidences with others.

There are rare exceptions to this. These all surround situations where the client is going to harm himself or someone else and a professional is forced to head off the disaster. If the client is considered to be sane, the procedure to be used in such a situation is to give the client warning in advance that if he insists on following a certain plan which will cause harm to himself or others, then you will have to take action to counteract him.

Example: A guidance counsellor for a school district is called in to counsel a number of children who have been caught using drugs. After several months he finds out from them that they are being supplied by a tenth grader in one of the high schools under his jurisdiction. He has treated this same student for other problems. He faces the dilemma of not wanting to lose the helping relationship that he has built up with this boy, but he also wants to stop the drug peddling. He calls this young man into his office, confronts him with the evidence, and the boy admits he has the true facts. In order to help him in

> this situation, he agrees not to tell the authorities what the student has admitted on condition that he does not distribute any more drugs. He assures the boy that if he distributes drugs again, he will immediately notify the police. The following week he finds out that the young man has again been pushing drugs. He should then notify the police, call the boy to his office, and turn both the boy and the evidence he has collected over to the police department. By this procedure, he does not betray the confidence of the boy, as the boy himself made the decision to have the police informed when he began to sell drugs again.

The Socanic MUST Maintain Trust.

Property.

Closely related to confidence is the professional's responsibility to maintain the trust of the client. This usually has to do with responsibility for property. In Canada, it is very common that when purchasing land or making a transaction of any size the business deal is transacted through the hands of a lawyer. The purchaser gives his lawyer the purchase price. After the legal papers of the transaction are completed and all legal claims against the property paid, the lawyer then transfers the remainder of the purchase price to the seller. It would be a breach of ethics for the lawyer to use this money for any other purpose, or to purchase any thing else than what he was authorized to buy.

Information.

It would also be unethical for the lawyer, recognizing the profit about to be made, to thwart the deal, and then step in and purchase the property himself. The client has entrusted him not only with his money, but with certain information which is not his to use for his own personal gains.

As in maintaining confidence, this can be applied to all professionals. When a professional has certain physical property placed under his jurisdiction, it becomes his responsibility to see to the care of that property. For instance within the public school system, the responsibility to protect the physical plant falls directly upon the principal of the school. He might delegate this authority to other members of his staff, who then are answerable to him. But he is the one who is answerable to the school board for the property.

Delegated Authority.

A third area of trust that is important to the para-professional is that of delegated authority. When a professional delegates specific responsibility to a para-professional, it becomes non professional ethics if the para-professional does not carry out the directions given him. Although nurses administer most of the medical treatment in hospitals, they do so under the direct authority of the doctor who prescribes the treatment. Psychiatric aides fulfill similar functions in mental hospitals by providing medicine and care for patients under the direct oversight of a psychiatric doctor. In such cases the para-professional does not have the right to substitute another course of action for the one prescribed.

This principle could be expanded into all para-professional areas.

Agency Funds.

Social institutions that are responsible for the distribution of funds to their clients always have very strict rules to decide who is eligible to receive those funds. To assist a non eligible person to obtain funds by false pretences is a breach of ethics, and usually leads into another unethical practice -- to make a false declaration. When authorizing a form for financial assistance from a social agency, as a employee of that institution you are indicating that the statement is true to the best of your knowledge.

The Socanic MUST NOT take Advantage of Clients.

It is unethical behavior to in any way take advantage of a client. This could be taking advantage of a weakness that a client has, or receiving a kick-back. A kick-back is aiding a client to receive more benefits than he is entitled to on condition that he gives a percentage to you. The kick-back might not only come from the client but might come from a business man or other person who is taking advantage of a number of clients, and who offers to make it worth the professional's time not to discover this fact.

In most professions, it is considered unethical to become sexually involved with any of the clients, or to make sexual advances to a client.

The Socanic will be well advised to obtain a copy of the code of ethics for the particular profession that he is working under, and become familiar with it.

Practice in Identifying Ethics

Hand out Appendix A

Appendix A consists of eight situations [Have the students read them individually, and answer these questions:] Decide if there is any breach of ethics and what it is. If the Socanic still has a decision to make, decide what would be an ethical decision, and which decisions would be unethical, and why. [Then read them together in class, and discuss the answers the different students give.]

Situation 1 "My Friend the Client."

Mike is basically asking George, a Socanic in social work, to misappropriate agency funds to help him out of a bind. Mike could make an ethical decision to refuse him the funds and then refer him to an agency which could help him with his drinking problem.

Situation 2 "With Us or Against Us?"

Ed, an educational aide, has the responsibility of seeing that certain restrictions previously agreed to by the group are carried out. The five missing boys have already taken advantage of a trust situation, but the close friendship that Ed has for Terry's brother does not alleviate his responsibility to the school. Basically to carry out his responsibility will not get these boys into trouble. They have already gotten themselves into the situation.

Situation 3 "Jeff and Mary."

Bill, the education aide, obviously in this case broke confidence with Jeff. Jeff had confided in him his feelings for Mary. Bill was outside his rights to advertise his feelings to the rest of the class.

Situation 4 "Free Money."

Ed, the Socanic with social welfare, demonstrated poor interviewing skills but handled the situation ethically and wisely. He referred him to the sheriff's office where George's problem could be solved.

Situation 5 "A Small Fee."

Vince apparently made two blunders as far as ethics is concerned. First, he takes advantage of Betty. Second, he asks for a kick-back.

Situation 6 "Band Practice."

Ray failed to accept the responsibility delegated to him by the school. When he received the emergency phone call, the students should have left the building, with him being the last to leave and making sure the school was locked. Leaving it unsupervised obviously led to some of the abuses that the school board was trying to prevent when making the rule.

APPENDIX A

Situation 1 "My Friend the Client."

George, a Socanic working as an aide for a Public Assistance Agency, is a good friend of Mike, a city electrician.

Mike makes good money but he has a serious drinking problem. On Friday night he gets his paycheck and goes on a "big drunk" all weekend. After his weekend binge Mike has no money for household expenses and is desperate for cash.

Mike can't borrow any money from banks or friends as he is a "poor risk". But he knows that George, the Socanic, can help him with his financial problem. He makes an appointment with George at the Public Assistance Agency to get help.

Mike tells George what happened on the weekend and asks him to arrange for public assistance for him so he can get some money. George tells Mike that he does not qualify for public assistance just because he drank up his paycheck. Mike must assume responsibility for this action himself.

Mike says that he can't buy any milk for his kids, that his wife has threatened to walk out on him. He asks George how he can sit there and not help him when he's supposed to be his friend? Mike points out that it's not his own money he's asking for anyway, it's just the Agency's cash. Mike pleads with George, saying that his request will be "Just this once, it'll never happen again."

Situation 2 "With Us or Against Us?"

"Ed, a Socanic, working as a school aide, is employed in a large city high school. He is very well accepted by the students in the school, particularly by the senior students because he is only a couple of years older than they are and they consider him almost as "one of us". Ed knows several of the senior students through friendship outside the school situation and this relationship is favorable for his supervisory duties in the school. Ed has very few discipline problems and "gets along" very well with the students in his job situation.

The grade 12 students are on a tour to a neighbouring city to visit various points of interest and see particular areas for study in their school program.

One of the regulations which the board of education made in permitting the student tour was that there would be separate hotel accommodations for boys and girls with adequate supervision, an 11:30 p.m. curfew for all students, no drinking or other "questionable" behavior.

On the last night of the tour, Ed, who is the hotel supervisor for the boys, discovers five boys missing on a room check at 1:00 a.m. No one knows when they left the hotel or where they are. One of the missing boys, Terry, is the brother of one of Ed's best friends and is on very freindly terms with Ed."

Situation 3 "Jeff and Mary."

Bill, a Socanic, working as a teacher aide in a high school is assisting in homework supervision of students. One of the students, Jeff, day-dreams all the time, doesn't work in classroom activities and never has his homework finished on time.

Bill has a private talk with Jeff to find out what his problem is, concerning his school attitude. After a long discussion, Jeff finally reveals that he has a "crush" on Mary, a girl in his class. He spends all his time thinking about her, talking to her on the phone, working part-time to earn spending money so that he can afford dates with her. At the end of the talk, Jeff promises to do better work in the class.

Several days after the interview, Bill is supervising the class during library research. Jeff is day-dreaming, not doing any class work at all. Bill, upset at Jeff's attitude, decides to prod him into action. Interrupting the class, Bill says to Jeff, "Jeff, get to work! If you didn't spend so much time acting love-sick over Mary maybe you'd get some work done."

Situation 4 "Free Money."

George, earning a small income, has been buying household goods and extras on time, taking out loans from the Free Money Finance Company to pay for everything. Gradually, he finds himself in debt to the loan company with payments so large he cannot keep up monthly installments.

The Free Money Finance Company threatens to repossess all his household goods. George tells his problem to Ed, a Socanic, working in the Social Welfare Department. Ed is very busy, loaded with work and barely has time to have an interview with George to discuss his problem.

However, Ed phones the provincial sheriff's office, arranges an interview for George and sends him over. The sheriff outlines a plan for George to make small monthly payments on his loan to the Finance Company. An arrangement is made by the sheriff to consolidate George's debts and remove the Finance Company pressure.

Situation 6 "A Small Fee."

Vince is a Socanic, working as a social welfare aide in public assistance. He likes good clothes, a sharp car and considers himself a "smooth operator".

One day, Betty comes to his office to ask for an increase in her welfare assistance. She is unmarried, with two children and has been living with a boyfriend, Charlie, who gives her some monthly cash to help her run the household. After a big fight Charlie left her and she needs an increase in assistance to run her household.

Vince listens to her story very sympathetically and makes the following offer: "I'm going to give my personal recommendation that you get an increase in your public welfare cheque. It'll go through with no trouble at all. But I want $2.00 a week from you as an appreciation for the favor."

Situation 7 "Band Practise."

Ray is a Socanic working as a teacher aide in a large high school. Ray is supervising a group of students practising at night for a school band concert coming up soon. (Any students working in the school after school time have to have an adult supervisor present.)

About half-way through the band practise Ray receives a phone call which requires him to leave the school for an emergency in his family. Ray tells the band to leave the school by a "fire-release" door when they finish their practise He locks up the school entrance and leaves the school.

The next morning before classes start, a band member tells Ray that a janitor found the fire-release door unlocked during a routine night check. The janitor also found several empty beer bottles and cigarette butts in a corner hallway near the music room. The janitor has given a report to the vice-principal of the school about the matter.

Situation 8 "Do Your Job."

Pete, a Socanic, working as a ward aide in a psychiatric centre, is put in charge of supervising a ward of five patients.

He is told by his ward supervisor to take his five patients to the Activities Room and supervise crafts and other activities conducted there.

Pete, supervising his patients in the Activities Room, looks out the window and notices that the weather outside is beautiful.

Pete thinks to himself, "What a beautiful day. I'd like to take my patients out for a walk. Some fresh air and sunshine would do them good."

Pete tells his patients that this is a special privilege and to behave, and takes them out for a walk in the hospital grounds.

During the walk one of the patients runs away. Pete can't go after him so he takes his remaining patients back to the hospital. He reports the patient's disappearance to his supervisor and a search for the missing patient begins.

LESSON 52

COMMUNICATION 3 F 2 hours

THE GRAPEVINE

Behavioral Objectives:

1. Knows the dangers of incorrect rumours that start and spread in organizations.

2. Knows the dangers of allowing confidential information to leak into the grapevine system.

Materials:

1. Filmstrip projector.

2. Film, "The Grapevine."

3. Projectual 52.1 "What is the grapevine?"

4. Coach will review the Communication Game in Lesson 6.

Procedure:

This lesson will demonstrate to the class how rumours start and spread. The grapevine network of informal communication is most often identified with large businesses and organizations. The success or failure of a Socanic may depend upon his ability to understand the grapevine that exists in his own organization or community.

Start a rumour as an illustration.

Immediately before entering the classroom, the coach will take one of the students aside and tell him that the school might be closing down, unless the government is able to give more assistance to the native students, (or some similar type of rumour.) The coach will allow the students a few minutes in the classroom together making sure that none of the students leave the room (which might allow the rumour to be spread to other classes). After entering the classroom, he should list on a flip chart as many details as the students know about the possible closure of the school. He should draw to the attention of the class that any details other than the one that he gave the student concerning government money to native pupils was generated by the grapevine system.

Grapevine:

A system by which rumours and information unofficially circulates through an organization.

The Danger of the Grapevine.

The grapevine system is dangerous when:

1. It has incomplete information.

   Often in the search for details, inaccurate details come into existence.

2. When false information is being spread.

3. When confidential information is being spread.

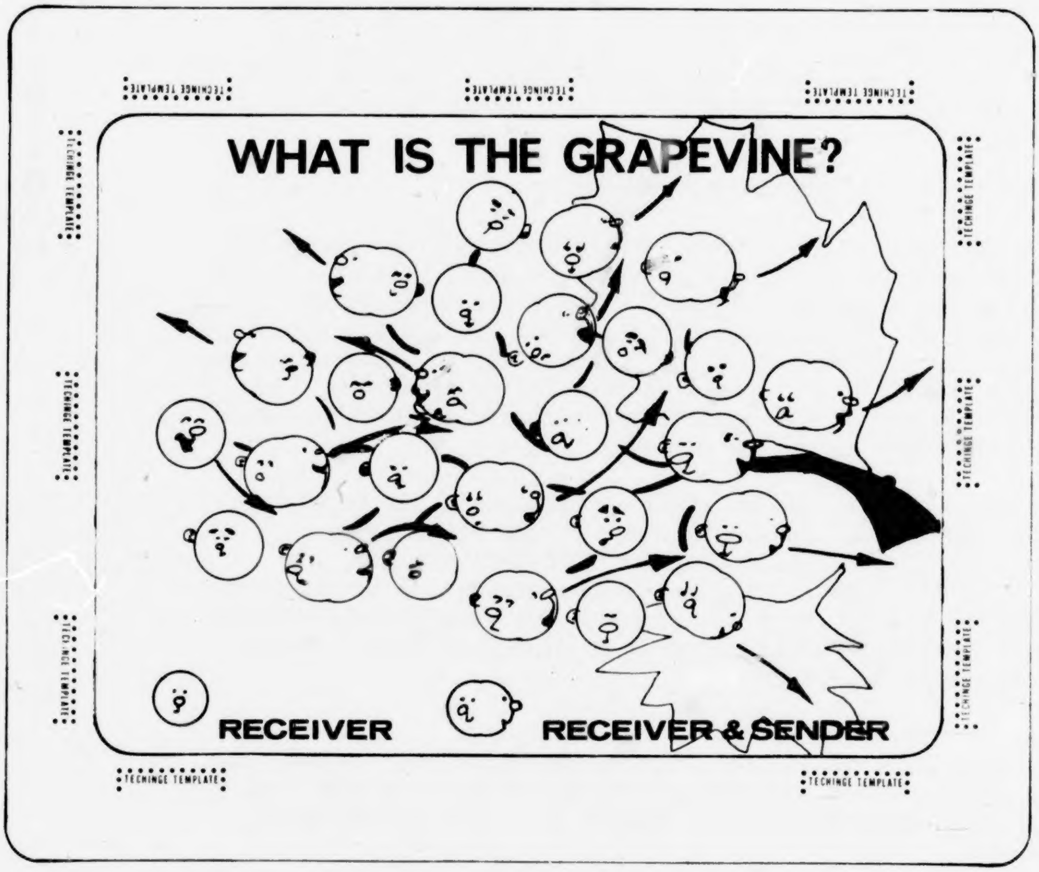
Show the projectual, "What is the Grapevine?" and ask the students, "How do you think this grapevine would work?"

Projectual 52.1
"What is the grapevine?"

In explaining to the class how the grapevine works, you can remind the students of the "Communication Game" used in Lesson 6, and if the class wishes you could play a round.

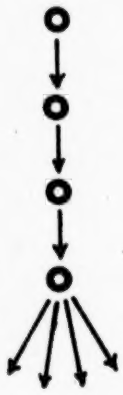
Notice that the grapevine works in the same communication chain as we saw when we played the "Communication Game." The message is passed on from person to person by verbal communication and is subject to the same forms of distortion and misinterpretation. But in most institutions, the grapevine is much more

52.1 THE GRAPEVINE


WHAT IS THE GRAPEVINE?
RECEIVER
RECEIVER & SENDER

complicated. What usually happens is that one person tells an incomplete message to a group of people at a coffee break or incidental meeting of the organization. One or more of these people pass the message on to other persons, (who may be outside of the organization.) When one person tells a group, it is referred to as a cluster chain communication, i.e., straight communication chain branches in a number of directions. Most organizations have someone who forms a cluster in the grapevine chain of information: rumours coming to that person usually come down a single line of communication but because of his ability to pass on information, he can quickly send the rumour on the grapevine network throughout the various departments of an organization.

Flip chart:
Demonstrate cluster
chain communication
with the diagram
below.



What should you do about the Grapevine?

1. Do not put sketchy, incomplete information into the grapevine system. Incomplete information usually starts people within an organization searching for the complete facts. Often when the accurate facts are not available, inaccurate ones are substituted in their place. If you tell something that is within your right to tell fellow employees, keep the information as complete and accurate as possible, thus cutting down incorrect rumours.

2. When incomplete and doubtful information comes to you over the grapevine, you should check it out with people who know or have access to correct information before you spread the rumour. In most organizations and institutions, persons with correct and complete information will welcome and encourage you if you wish to discuss a rumour concerning their department.

3. Do not spread confidential information on the grapevine, especially confidential information which came to you from a client. To allow information which you have received in confidence to become a rumour is a serious breach of ethics.

4. Realize that all information passed along on the grapevine is not bad, but when rumours start concerning you or your department, attempt to correct the information going around. This can usually be done by giving correct information to those people who stand at the cluster point in the chain. However, a slip of the tongue which puts information on the grapevine which should not be there is practically impossible to correct.

Show the film, "The Grapevine."

Film

Following the film, ask:

1. Why do rumours get started?

Review film.

2. How do they spread?
3. How does incorrect information get included?
4. How can incorrect rumours be prevented?

Discuss these questions in relationship to professional ethics as they apply to Socanics working in various types of social institutions. By way of review, view the film again.

LESSON 53

COMMUNICATION 4 B 3 hours

USING A CASE STUDY

Behavioral Objectives:

1. Knows the different purposes for case studies.
2. Appreciates the different ways case studies are used.
3. Given an information form, identifies the material needed in a case study.
4. Groups information into major headings for a case study.

Materials:

1. Completed questionnaire from Lesson 44, "Introduction to Interviewing."

Procedure:

The case study lends itself to many uses, all of which will have value to the Socanic.

Purposes of a Case Study.

1. To condense a file.

   When a client has had involvement with a social institution for a period of months or years, his file becomes so bulky that it is necessary to condense it into a meaningful summary. The case study is such a summary. It allows the workers of the institution to organize the data concerning this client into a form which is much easier to use than the data in his accumulative record. While the file will be kept by the institution, the case study serves as a point of reference for the client's background and his involvement with the institution.

2. To prepare for major decision.

   Sometimes the records are condensed into a case study so that a worker may see the progress of a client, or it may be prepared so that the institutional staff as a whole can intelligently discuss his progress. Often when a major decision is pending, several professionals from within the institution, as well as consulting professionals, can examine the case study and acquaint themselves with a client's background and situation before a decision is made.

3. To accompany a referral.

   Closely related to these is the use of a case study in referral, where a client is sent to a professional in an outside institution for treatment or for observation. When a person is referred to another agency or professional for help, a case study usually accompanies the referral. If a client moves to a different location and is seeking assistance from another branch of the same institution, the new agency requests information needed to continue treatment of the client.

4. To answer a request for information.

5. To introduce a new client.

   A modification of the case study is often developed from the entry form and the initial interview with a client. The information regarding the client is summarized, and then the information which is pertinent to the institution is written in a relatively short case study which a worker can read through quickly to glean the background of the client.

Uses of a Case Study.

Well-prepared case studies have many uses beside their initial purposes.

1. To inform a new worker.

As a new worker coming into a social institution, you will probably find that the case studies on file concerning the clients you will be working with are your most valuable sources of information. It might be necessary, if it has been a number of years since the case has been brought up to date, to write a case study restating the problems and noticing progress or the decline of the client since the last study was made.

2. To compare treatment and results.

Case studies can also be used to evaluate treatment and results. When dealing with nearly any phase of human problems, one can find a wide variety of case studies dealing with similar situations many of which have been published The use of these studies can aid the Socanic in evaluating current problems that his clients are facing as well as helping him determine the treatment needed.

3. In research.

Closely related to this is the use of a case study in doing research. When faced with a problem for which you must arrive at an answer or when needing material to substantiate a decision or action, recorded case studies should be considered along with other printed material. In this case it will be used exactly as other materials, and references will be made to it in the way we learned in Lesson 19, "Use of the Library."

Organizations which use Case Studies.

Case studies are used extensively by many social institutions. They are used by the Department of Welfare, particularly for transfers and referrals. They are used by parole and probation officers, for pre-sentence and pre-release reports. In this same way they are used by any professionals working with the courts. Case studies usually accompany any person who is being committed to a penal institution, to facilitate decisions as to types of employment and training during his period of incarceration. The Socanics serving as court workers will need to be able to prepare case studies for judges and lawyers, some of which will possibly be forwarded on to provincial jails. The case study is utilized as a means of recording in all psychological and psychiatric centers. In schools and educational centers, it is sometimes used by the guidance staff, but seldom by the teachers, unless as a teaching tool. But teacher's aides could find that a well prepared case study would help them evaluate the progress of a student, or determine areas where special help is needed.

How Case Studies Change.

Case studies are living forms of communication, inasmuch as they grow and change as they move from one institution to another, and as their purposes change. The pertinent information that becomes part of a case study in an institution drawn from the eligibility forms, initial interviews, and early treatment will form the basis of another case study if the client becomes involved with the law and pre-sentence reports have to be made. This case study will become part of a larger one which will accompany the person to the penal institution if he receives a sentence. If the possibility of parole arises, again this case study will become the basis of information that a worker in that institution will prepare for the parole board. In this way a case study of persons involved in social institutions grows and is enlarged and utilized for various purposes. If the case study itself becomes too bulky, new workers condense it, retaining only the information pertinent to their individual purpose.

Examine the case study in Appendix A which has probably matured through several stages of development. Obviously the worker in the penal institution where Harry is seeking parole must have received a large portion of his information from institutions where Harry was previously a client. Appendix A.

ASSIGNMENT

In Lesson 44, "Introduction to Interviewing," you were to practice the skill of filling out a questionnaire by interviewing a high school student, and if this was not possible, to role play the situation with one of your class mates. Take this completed questionnaire and examine it for pertinent information that would go into a case study. You are a Socanic helping the guidance counsellor. This student is being considered for college entry for which he will need financial assistance. The institution will be able to get his grades from the transcript sent him from the principal's office, but they are interested in receiving from you pertinent information which will fill in the student's background, including such things as his interests, whether he has shown any work ability or has any interest in working after school hours, his family background, etc. Refer to the case studies which are appendixed to this lesson and to Lesson 50 for general categories to use. Gather this information and outline it under general headings.

APPENDIX A.

CASE STUDY - Harry Q. James, age 23.

FATHER: John T. James, deceased October 1970 at age 82. Mr. James was a retired farmer.

MOTHER: Mable James - age about 40, divorced some time ago from her husband and presently employed at a nursing home in Crocus, Sask. Mrs. James has a history of alcoholic problems.

SIBLINGS: Harry is the oldest of seven children. The three youngest live with their mother, the next two are teenagers in care of the Department of Welfare and the next oldest to Harry is married.

C/L WIFE: Helen Wait, age 19. Helen is a high school student and lives with her cousin.

HOME CONDITIONS: Harry has been independent since age 16 and has lived in several cities in Canada and U.S.

HEALTH: Harry is in good physical health. He smokes about 20 cigarettes a day and is a moderate to heavy drinker. He gets drunk about once a week. Harry has been using drugs for several years and has experimented with just about every drug. He was a heavy user of "speed" up to a short time ago.

EMPLOYMENT HISTORY: Since 1966 Harry has had several jobs of a few months duration with periods of unemployment. He usually holds a job for several months and then quits to move on. His employment record may be considered as fair when all things are taken into consideration.

SOCIAL HISTORY: Harry Q. James was born in East Overshoe, Saskatchewan on March 21, 1949, the first of seven children. His father was about 60 and his mother 16 and pregnant when they were married. Mr. James had been married for 30 years previously but his first marriage was childless.

The family moved to Crocus Sask. when Harry was three years old. Mr. James was in poor health and the family was on Welfare. Mrs. James had an alcohol problem and spent some time in a mental hospital in Alberta. When sober she was considered to be a reasonable and responsible mother who usually kept a neat and clean home.

Harry got into some trouble with the law in his home town at age sixteen. The Welfare Department was called in but was unable to bring about any change in his behavior. About this time he started drinking and abusing the other children which further strained family relationships. Harry finally quit school after grade 10 and left home. Since then he has led a nomadic life.

Harry has maintained sporadic contact with his mother since leaving home. His only close family relationship appears to be with his younger brother Quincy, age 17, who lives in Carragana, Sask. and is a ward of the Welfare. Quincy is presently facing some charges in adult court.

About one year ago Harry met Helen Wait, a 19 year old student who was estranged from her parents and living with another girl. He lived with Helen about five months but there is certainly some question as to the strength of their relationship. Shortly before Harry was arrested, Helen moved out but now wants to resume the affair with Harry.

EDUCATION: Harry completed his grade 10 in Crocus Sask., before leaving home. School reports indicate that he is above average in intelligence but had to repeat grade nine, possibly due to the deplorable home conditions which no doubt made study difficult. At one point Harry started an auto body repair course but quit before completion.

LEISURE ACTIVITIES: Much of Harry's leisure time is spent socializing (drinking, using drugs, etc.) with his friends. He enjoys travelling and listening to music.

PRESENT CIRCUMSTANCES: Harry is now serving a prison sentence of twenty-one months for the offence of robbery with violence. He and two friends beat a service station attendant and robbed the business of $250.00.

As a prisoner Harry is not openly hostile or rebellious but tends to be rowdy and stirs up nuisance type activity among other young inmates. He likes to be busy but is quite disorganized in his work habits. He is considered a satisfactory worker on the yard cleaning crew but tends to have several small jobs going at the same time and does not always finish them all. The officer in charge is trying to get him to complete one job before he starts on another.

Harry has attended several group therapy sessions and several A.A. meetings but does not appear to have taken them seriously. His attendance seems to be more out of curiosity and for the novelty of the experience rather than seeking an opportunity for help. In short Harry does not appear to recognize the need for a change in his attitude and behavior.

Mrs. James has written several letters to Harry but he has not replied. He does however correspond regularly with Helen Wait. She has requested and been granted visiting privileges.

Harry has applied for parole and will be eligible in two months. His release plan is to resume the relationship with Miss Wait and to live in Carragana, Sask. where he hopes to take an auto body repair course at the technical institute.

The above is typical of the information a prison cousellor would bring into a case conference where his client would be discussed with regard to his parole application and with regard to what services should be offered to him in prison. The counsellor would be able to make many comments and add bits of information that are not in the report.

LESSON 54

COMMUNICATION 2 G

2 hours

WRITING A BUSINESS LETTER

Behavioral Objectives:

1. Given a situation, writes an acceptable letter.
    a. Uses correct business form.
    b. Keeps information concise and to the point.
    c. Includes necessary information.

Materials:

1. Overhead projector.
2. Projectual 54.1 "Parts of a Business Letter."

Procedure:

Introduction.

Para-professionals will often be called upon to write letters to or concerning their clients, representing the organization with which they work. It will be important that these letters display correct form and style.

What Should a Business Letter Do?

1. Should specify the address of the sender.
2. Should specify the date on which the letter was written.
3. Should recognize the name, the position, and the organization of the receiver.

4. Should include a greeting: (Dear Sir: Dear Madam:)
5. Should contain a statement of purpose:

   Example: Re: John Smith's transfer.

The Body

1. Make sure your facts are accurate.
2. Be clear. Choose the best words to make sure your reader understand what you mean. Use a short example, if necessary.
3. Be brief. Make the message as short and to the point as possible. Use short words and short sentences.
4. Be polite and friendly. People will have more respect for you and for your correspondence if you are polite. Use the words "please," "thank you," and "I am sorry" when necessary.

The Closing

1. Be brief, impersonal:

   Yours truly, or Sincerely yours.

Signature

1. Below the signature, type the sender's name and position.

Use projectual 54.1 "Parts of a Business Letter," to demonstrate the correct form.

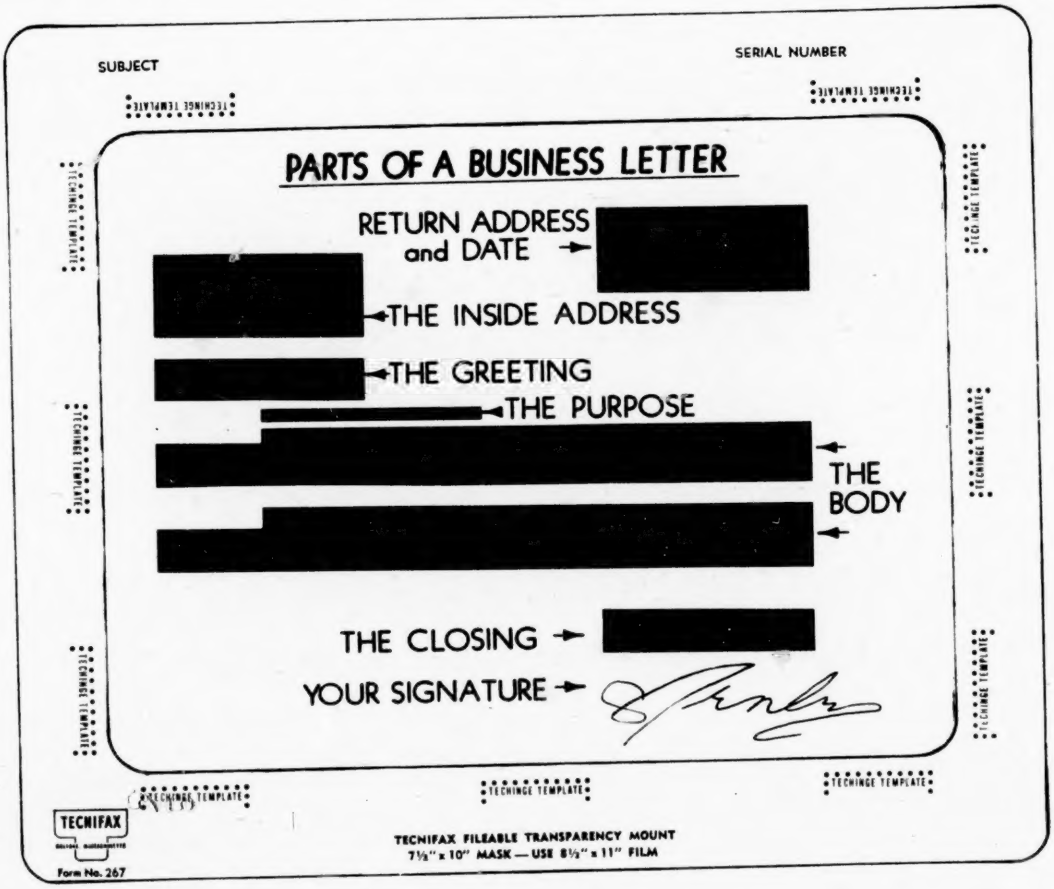
Projectual 54.1
"Parts of a
Business Letter."

Types of Business Letters Used by Social Institutions.

1. Letters that answer questions from or concerning clients.

   This letter tries to give the inquirer answers to his specific questions concerning the institution or its client.

54.1 PARTS OF A BUSINESS LETTER


SUBJECT
SERIAL NUMBER
PARTS OF A BUSINESS LETTER
RETURN ADDRESS
and DATE
THE INSIDE ADDRESS
THE GREETING
THE PURPOSE
THE BODY
THE CLOSING
YOUR SIGNATURE
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

2. Letters granting requests.

   These should inform the receiver that his request has been granted, and briefly set forth conditions, if there are any.

3. Letters denying requests.

   The letter should try to make the client understand why his request cannot be granted. It should appeal to the client's sense of fairness.

4. Letters of information.

   These are letters informing clients or other persons connected with the institution of changes or specific regulations that will affect their relationship in dealings with the institution.

ASSIGNMENT

Students will write a business letter for one of the following situations:

1. Education aide writes a letter to inform Mrs. J. Johnson, of 932 Pearson Place, Prince Albert, Saskatchewan, that her son, Billy, will be enrolled in a remedial reading class from 3:30 to 4:00 on Mondays, Wednesdays, and Fridays throughout the rest of the school year.

2. Court worker writes a letter to a school principal, Mr. Thomas Green, of Prince Albert Composite High School, Prince Albert, Saskatchewan, inquiring about the record of one of his students, Jack Brown, who is currently one of your clients in a case involving car theft. You are trying to help the boy continue his education, in spite of a possible jail term.

3. Social work aide writes to the welfare department in North Battleford, Saskatchewan, concerning a client, Mrs. Gladys Runningfoot, who formerly lived in North Battleford, wanting information concerning this person.

LESSON 55

COMMUNICATION 4 C 3 hours

PREPARING A CASE STUDY

Behavioral Objectives:

1. Prepares a case study.
    a. Establishes the purpose for the case study.
    b. Arranges information under major headings.
    c. Makes it brief and concise.
    d. Omits information that is not pertinent.

Material:

1. Each student's accumulative file.
2. Flip chart, pens.

Introduction.

What constitutes a good case study? What is the correct form? What information should be included? What length should it be? What reading level should I make it? Although all of these questions must be considered, the most important question is, "Why am I writing this case study? What is my purpose?"

One of the things that you as a Socanic will be called on to do in your work is to prepare a readable case study.

Steps in Preparing a Case Study.

1. As in the preparation of any other type of report, you need to first decide your purpose, as most case studies

will be written for a specific person or a specific institution. Included in the case study the facts that he will need to know.

[Check to see if the students remember the uses of a case study. List these on a flip chart. If need be, review Lesson 53, "Uses of a Case Study."] Flip chart.

2. Decide the issue of the case. Cases usually describe what has happened in the life of a person up to a critical point, but leave the way open for the person reading the study to decide what action is going to be taken from that point forward.

3. Give background information of the case. The case study should describe the situation and the background of the client as well as describing methods that have been used to handle problems to date. This information should be outlined under major headings.

Major Headings of a Case Study.

1. Family

    a. Include the name of his mother and father, and their ages, if pertinent. Include any other pertinent information regarding them.

    b. Siblings. Include the number of his brothers and sisters, and his rank among them. Include the names of any that are pertinent to the case, as well as information about them that could have a direct bearing upon the case. For example, if the client is retarded, has one parent and two siblings who are retarded, this is pertinent. Or if they have court records which have bearing upon this specific case, they would be included in this section.

    c. If married, under the section of family should also be recorded the name and the age of his spouse and any children.

2. Personal Facts.

    This includes his name as legally recorded, and other names by which he is known; his age, address, occupation, racial and ethnic background, and any physical handicaps which have a direct bearing on the case.

3. Educational Background.

The educational background of the client should be examined. It is usually sufficient to notice only the last grade that he completed. Exception to this would be if several grades were repeated, as this would have bearing upon his adult life. It is often advisable to notice the age of the client when he terminated his education, but this is not always necessary. If he completed grade seven by the time he was fourteen, it would not be necessary to notice this, but it would be vital information if a person had continued in school from the time he was six years old until he was seventeen, and had only completed grade seven.

If the client, after quitting school at an early age, has returned to technical school or up-grading, this should be included.

4. History of Involvement.

The history of involvement should begin from the client's earliest contact with the institution, and should state factually and briefly each of the major contacts. It might be necessary in some case studies to identify the involvement of other social institutions in this category. If you are a welfare aide, case studies you prepare would need to show any involvement with the police department, or with parole or probation officers, as well as psychiatric care, or medical records showing permanent disability.

5. Response to Treatment.

Here the author of the case study records as accurately as possible the client's response to care, treatment, or training supplied by the institution. This response should be recorded whether it was positive or negative.

6. Statement of the Problem.

This consists of a brief statement of the problem arising from the critical situation which gave rise to the case study.

7. Worker's Evaluation.

If the author to the case study has been personally involved with the client, he should give his professional opinion of the client and how he will probably respond to further treatment or help.

This section should include an evaluation of treatment that has been used to this point. It may include suggestions as to methods that the client has responded to favorably or unfavorably.

8. The Progression of the Case.

After this organized statement of the problem, add to the case new information as it develops. You might choose to add a history of progression following the critical point which first gave rise to the original case study. Comments should be dated, should record what happened, and give the worker's evaluation. These will give the reader opportunity to see any progress since the problem developed. These dated entries usually form the second stage of the case study.

These major headings are discretionary. They do not all have to be included. Two or more might be combined if they make the study easier to read.

Important Things to Remember about Preparing a Case Study.

1. Keep it short. Remember that the major purpose of a case study is to condense the needed material into a brief, concise report. A good case study should abbreviate several pages of material into one coherent, rapid moving report. The more it is condensed, the better the report.

2. Omit unnecessary information. There will be quite a little information in the file which have no bearing on your purpose or upon the problem at hand. This should be omitted, as to include it would only complicate and confuse the major purpose of the report.

3. The report should be stated under meaningful major headings. All of the important information relative to each heading should be reported together, thus giving the reader a complete view of each section of the report. The nature

of each report might alter or exclude or add main headings. These headings should be underscored or set off in some way to make them distinctive at a quick reading of the report, or easy to locate when referring back to the case study.

ASSIGNMENT

Prepare a case study from the information that you have compiled in your accumulative file during the Socanic course. The purpose of this study is to evaluate your progress from the viewpoint of a professional person who is recommending you as a para-professional to a social institution. Pick a specific type of institution. In it you should supply them with the background information that will assist them in making a rational decision. Try to view the report as objectively as possible. Play the role of a professional, evaluating yourself as a student. This evaluative case study will serve two purposes: it will help you and your coach to evaluate your progress in the Socanics course and will give you the opportunity to practice the skill of writing a case study. You will not be asked to share this report with other students.

LESSON 56

HUMAN RELATIONS 4 A 2 Hours

THE CLIENT AND SOCANIC

Behavioral Objectives:

1. Understands the essential characteristics of the client/ Socanic relationship.

2. Identifies effective means of communication between the Socanic and the client.

3. Understands ethical relationships between the client and the Socanic.

Materials:

1. Overhead projector.

2. Projectuals 56.1 Communication Problem.
   56.2 Methods of Communication.
   56.3 Types of Communication.
   56.4 A Symbol Problem.
   56.5 Communication Exchange.

Procedure:

Introduction.

A basic concept of the Socanics course is that people who are familiar with poverty environments should be well qualified to help other people living in poverty.

Because of his knowledge of the community and his own life experiences the para-professional should be very realistically aware of the problems encountered by these people and should be better able to form a helping relationship with them.

Often the client feels as if the professional does not understand him. This may cause the organization to be ineffective in helping the client. The Socanic may be more aware o- the problems of the client and the environment he must overcome. Hopefully, the Socanic may be able to form a closer relationship with the client and in so doing may make it easier for the organization to serve him. The Socanic born and raised in the area should have first hand experience of poverty and the problems which it can cause.

Frequently clients have negative feelings such as suspicion and fear of service organizations, because to them they represent the middle class since they are staffed largely by middle class oriented and educated people. This may cause a barrier to communication. Clients have learned by experience that the poor are often stereotyped and equated with the wrongs in society.

Example: "Those lazy bums on welfare getting money to drink beer!"

In addition, the client does not understand the functions of human service organizations or their requirements.

To adequately help the client, the Socanic must learn methods for gathering and processing necessary information from the client. To do these the Socanic must display good communication techniques in order to obtain information from the client and to accurately represent the client's situation to the professional so that an immediate effective helping process can be initiated.

Interviewing.

Review Lessons 8 and 50.

Interviewing is essentially a face-to-face communication process with the specific objective of effectively obtaining accurate information from the interviewee and transmitting information back to him. To interview effectively, the Socanic must use many skills: communication and interview methods; personal experiences; an ability to analyze relationships; sensitivity and understanding of human behavior. The quality of the interview sets the tone of the whole Socanic/client relationship.

Pause here for questions and discussion.

Next we will deal with a specific example in relation to this communication process and problems.

In an interview, the Socanic asks the client what his problem is, and is told that he needs more money.

Projectual 56.1
Inset #1,2 and 3.

The Socanic is not authorized to commit organizational funds so he must communicate with the professional. The professional finds that the situation calls for more money than his guidelines provide so he must ask the administrator for more funds who replies, "No!" By this time we see that because of so many messages and much interpretation, the actual need for the money may not be fully appreciated by the administrator. Anyway, the professional has taken the administrator's rather blunt message and reinterprets it in a milder form such as "Try assessing the need again and see if the client really needs all this money." The Soacnic then returns to the client and says, "Sorry, we can't help you as much as you'd like. Let's look at your situation again." Now after a great deal of discussion, the client redefines his problem and says he still needs the money. The Socanic resubmits his case to the professional with the further justification for the money. The administrator OK's the request and the information is communicated back to the client.

Inset #4 and 5.

Inset #6

The cycle starts again.

You can see therefore that if the Socanic had gathered all the information the first time, the second round of communication would have not been necessary.

The class is now asked to complete the following assignment:

Using either a student, welfare recipient, or unemployed person as a client and the school, welfare agency or manpower as the organization that has employed the Socanic, write up a case example of what problems in communication you think would arise if the basic format shown on the projectual is used as a guideline.

Allow 20 minutes.
To be handed in for evaluation.

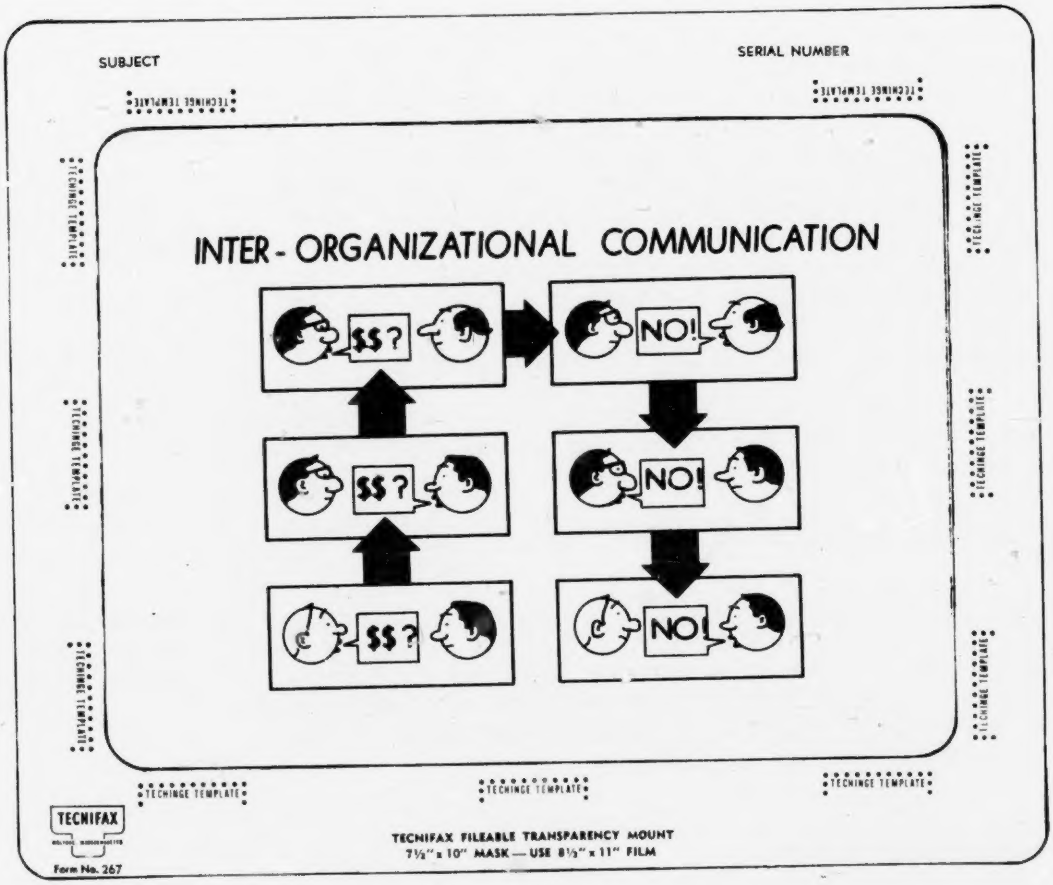
Communication Review.

There are various types of communication. Physical touch and body movement are two important ways of communicating. In the first case of "physical touch" we can often make ourselves understood by:

Projectual 56.2
Inset #1

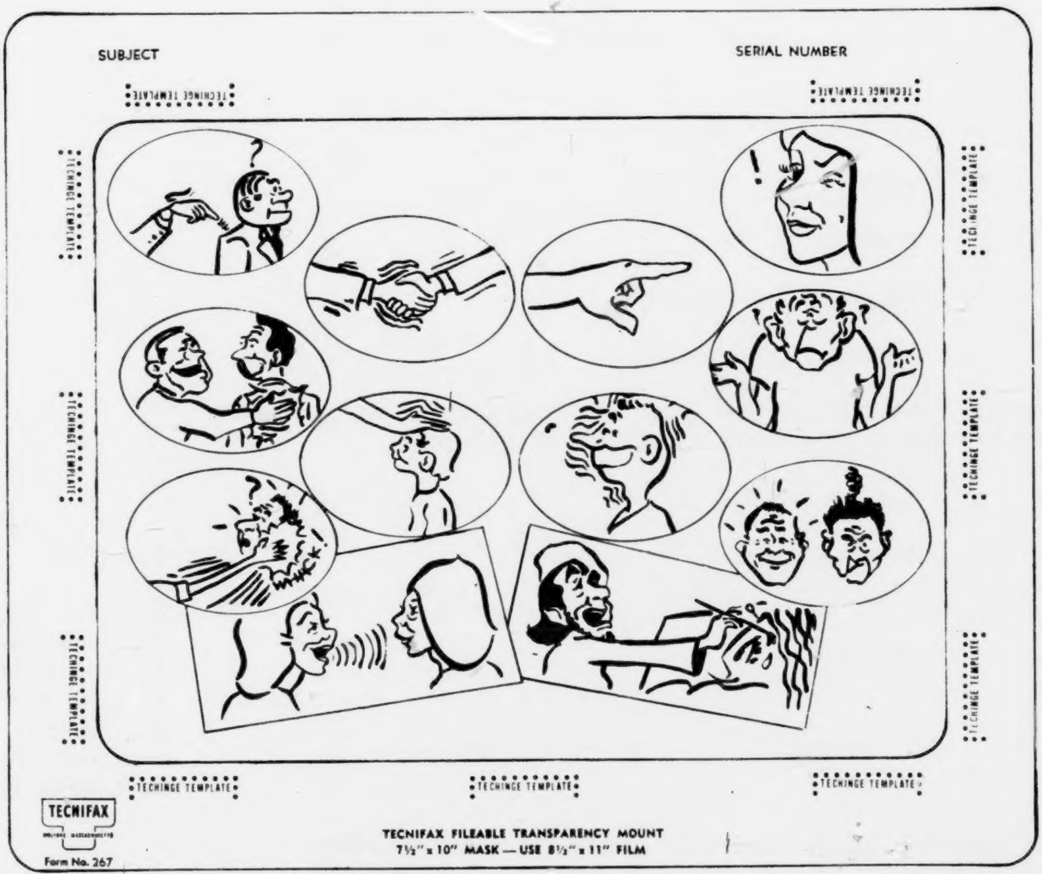
a. a tap on the shoulder

56.1 COMMUNICATION PROBLEMS


INTER-ORGANIZATIONAL COMMUNICATION

SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
$$?
$$?
$$?
NO!
NO!
NO!
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

56.2 METHODS OF COMMUNICATION


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
?
!
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

b. a pat on the back

c. a slap on the cheek

d. a handshake

e. a caress.

In the second case "body movement" we communicate every day by means of:

Inset #2

a. finger pointing

b. winking the eye

c. nodding the head

d. shrugging shoulders

e. smiling and frowning.

However, the most common form of communicating is by symbol. Symbols are things which stand for experiences.

a. Verbal symbols

b. Visual symbols

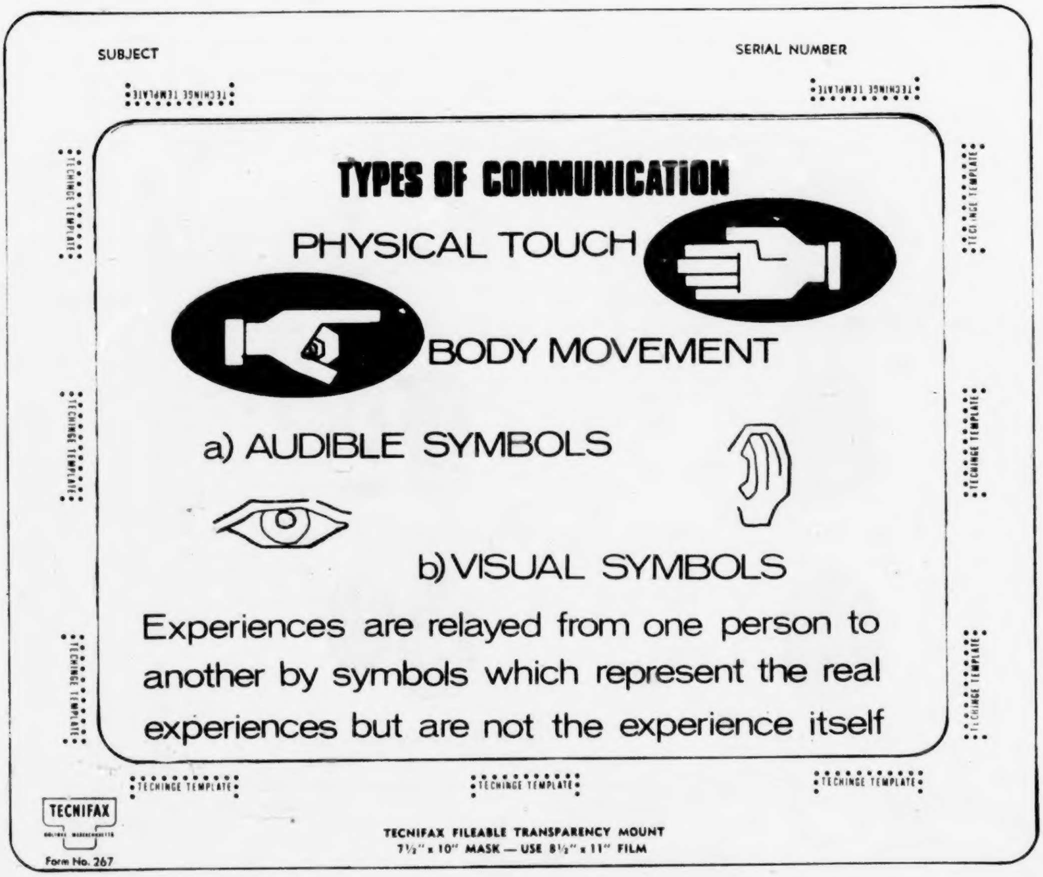
Inset #3

Have projectual 56.3 overlay 1 on at this point. Flip on overlay 2. Further explanation may be necessary.

Perhaps this projectual will point out some possible difficulties. Now you can see that the same symbols generated different meanings to these people. The person who had the experience chose a symbol to represent it -- but the receiver attached the wrong meaning to the symbol -- the result, a communication problem.

From this projectual you should be able to pick out two very common causes of communication failure.

56.3 TYPES OF COMMUNICATION


SUBJECT
SERIAL NUMBER
TECHINGE TEMPLATE
TECNIFAX
Form No. 267
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

TYPES OF COMMUNICATION

PHYSICAL TOUCH

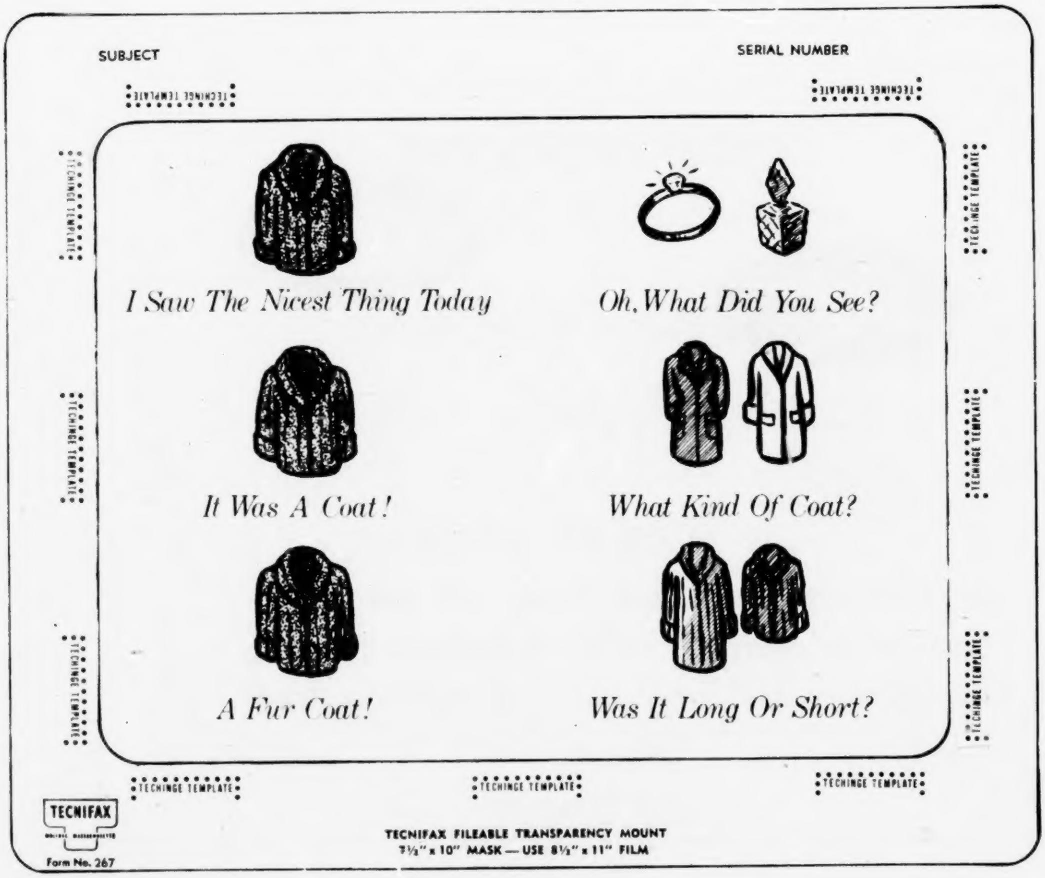
BODY MOVEMENT

a) AUDIBLE SYMBOLS

b) VISUAL SYMBOLS

Experiences are relayed from one person to another by symbols which represent the real experiences but are not the experience itself

56.4 a) A SYMBOL PROBLEM



SUBJECT

SERIAL NUMBER

I Saw The Nicest Thing Today

Oh, What Did You See?

It Was A Coat!

What Kind Of Coat?

A Fur Coat!

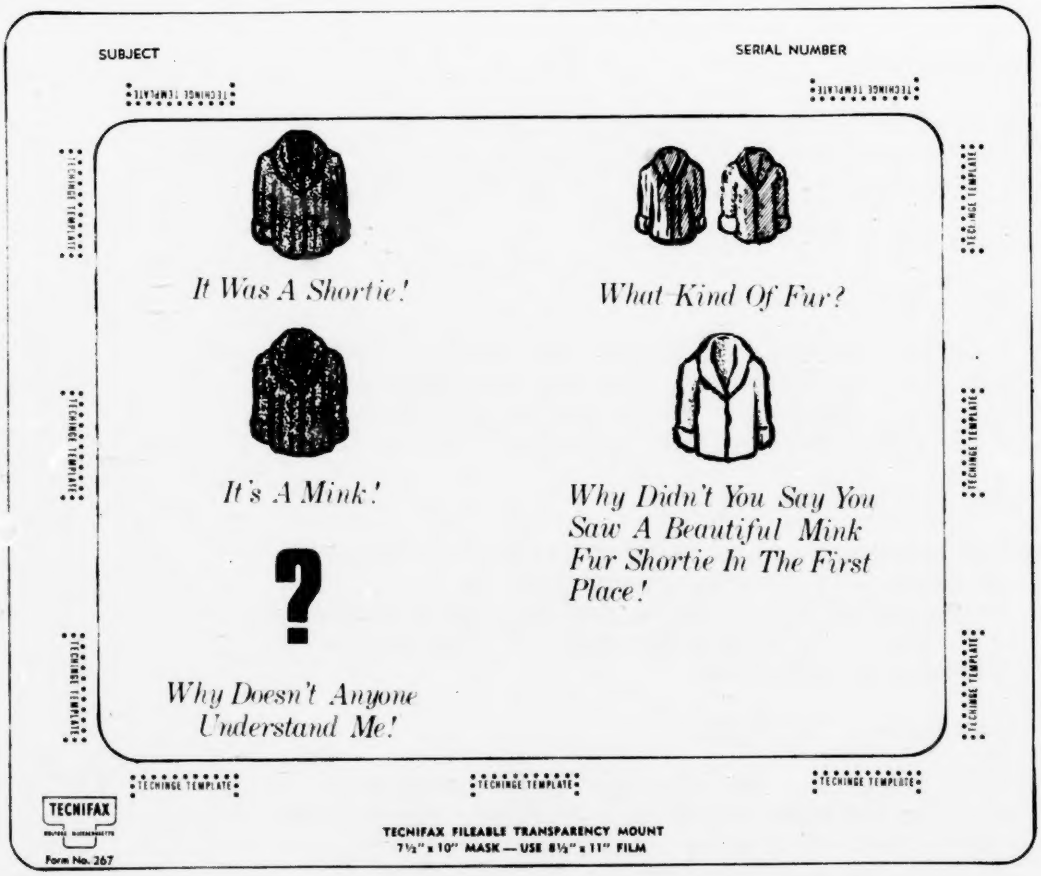
Was It Long Or Short?

TECHINGE TEMPLATE
TECNIFAX

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Form No. 267

56.4 b) A SYMBOL PROBLEM


TECHINGE TEMPLATE
TECHINGE TEMPLATE
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TECHINGE TEMPLATE
TECHINGE TEMPLATE
TECHINGE TEMPLATE
TECNIFAX
Form No. 267

SUBJECT

SERIAL NUMBER

It Was A Shortie!

What Kind Of Fur?

It's A Mink!

Why Didn't You Say You Saw A Beautiful Mink Fur Shortie In The First Place!

?

Why Doesn't Anyone Understand Me!

TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

a. The speaker assumes everyone else knows what he is talking about.

b. The listener assumes that he knows what others are talking about without asking questions to make sure.

Projectual 56.5
"Communication
Exchange"

[Review Communication Exchange using Projectual 56.5]

Ethics and the Client.

In our relationship to the client, we need to be constantly aware of ethical procedure. This is doing the right thing, or showing the proper respect for the client as a person.

It is allowing him a number of rights:

a. The right of privacy.

Sometimes called confidence. The material that he has given us belongs to him, and as professional people, we have no right to use his private matters in a public manner, or to misuse his confidence.

b. The right to reputation.

All persons have the right to try to maintain a reputation (what other people think of you). It is a responsibility of anyone dealing with confidential information to respect the right of that person to maintain a reputation.

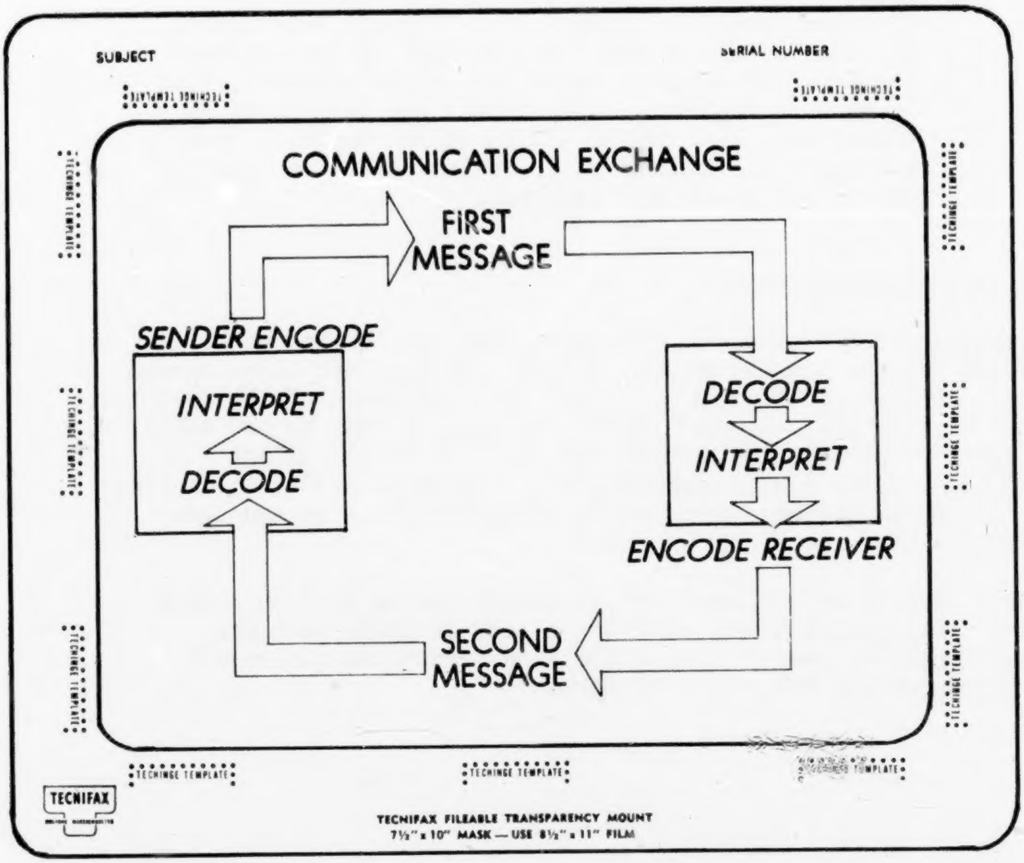
c. The right to be heard.

Even though you feel that you already know his problem and have worked on a solution, you owe him the respect of hearing his explanation of the problem and understanding how he feels about it.

d. The right of honesty.

Persons dependent upon welfare, students in an educational system, persons involved with the law, or anyone seeking any type of professional help, can expect a certain degree of manipulation of their affairs and lives. But they still have a right to be treated honestly. The Socanic should maintain an

56.5 COMMUNICATION EXCHANGE


SUBJECT
SERIAL NUMBER
COMMUNICATION EXCHANGE
FIRST MESSAGE
SENDER ENCODE
INTERPRET
DECODE
DECODE
INTERPRET
ENCODE RECEIVER
SECOND MESSAGE
TECHINGE TEMPLATE
TECNIFAX
TECNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

honest relationship with his client. If you must use a certain technique, you should first inform the client. At times it will not be necessary to get the client's approval, but he should be aware of the action or what action will take place if he reacts in a certain way.

Example: The Socanic has talked to a student in a school, who has repeatedly broken the rules. The two agree that the student will stop his misbehaving. But the Socanic should tell him that if he continues the practice which is harmful to other students, that he will be reported. The student has been given an honest appraisal of the action of the Socanic. Now to report the student to the principal if he continues is not breaking confidence.

Psychological Distance.

Psychological distance is the space that the Socanic wants to leave between himself and his client. He must get close enough to accurately communicate, to gain the confidence of the client. But he must leave himself enough distance so that he can intelligently appraise the actions and the life of his client. It could be described as understanding a person's problems, feeling a person's emotions, yet keeping enough distance so that you can evaluate the situation fairly.

Most clients do not want a professional person from whom they are seeking assistance to become a peer in their problems. What they are really looking for is a person who can assess their problem, and offer solutions.

LESSON 57

COMMUNICATION 4 D 4 hours

REFERRAL AND FOLLOW THROUGH PROCEDURES

Behavioral Objectives:

1. Given a sample accumulative file on a client, or an interview with a client, writes a referral.
    a. Understands when a referral is needed.
    b. Knows the mechanics of making a referral.
    c. Understands the importance of follow through on a referral.

Materials:

1. V.T.R.
2. Flip chart and pens.
3. Papers and pens.

Introduction.

The referral process utilizes several of the skills we have been practicing in Socanics classes. First, referral grows out of the interviewing situation. As a person interviews a client and realizes that problems facing him are outside of the scope of his institution, or that specialized professional help is necessary, he then refers the client to the person who can best help him with his immediate problems. It is also closely related to the case study as case studies are often included in the referral process. The skills used in referral are similar to those of writing a business letter.

Definition: "Referral"

A referral is a written or a verbal communication to direct a person to the facilities of a professional or an institution. The referral process needs to take into account the client's needs, his financial resources, the services available within the facility to which he is referred, the distance necessary to travel, and the client's willingness to be treated by the new agency.

Criteria of a Good Referral.

1. It should be soon enough to avoid an unnecessary lapse of time in the client's treatment.
2. It should be personal enough to make the transfer easy for the patient, and the new helping agency.
3. It should be simple enough to avoid unnecessary paper work, and to be quickly read.
4. It should be complete enough to communicate the necessary information to meet the client's needs and the agency's requirements.

Methods of Referral.

1. Telephone Referral. Agencies within a district sometimes make the initial contact for referral by telephone. The telephone referral has the advantages of speed, personalization, and the opportunity for the two helping agents to communicate directly concerning the case for the purposes of immediate classification, and clarification of any problems.
2. The Written Referral. This has the advantage of providing both agencies with a written record. It gives the receiving agency an accurate copy of the client's problems.
3. The Referral Note. This is a note that the referring agency hands to the client who then gives it to the receiving agency. It has the advantage of making the client feel more secure because he has something tangible to take with him as an introduction. It provides him with a written appointment with the new agency.

4. Combination Method. Although some agencies will use only one of the methods, it is quite common to use all three, or two of the three in combination: to telephone to make arrangements and verify the appointment, to give the client a short note of introduction, and to forward a written referral including all pertinent information to the other agency.

When is a Referral Needed?

A referral becomes necessary whenever an agency or a department within an agency does not offer the service needed by one of its clients. Then it is necessary to arrange assistance from another agency. Even though the second agency might operate upon an open appointment basis, it is preferable to make a referral to them, as it provides them with the information and background of the client. The referring person should check with any agency to which he is referring a client to determine what they need in a referral.

Responsibilities in Referring.

1. Consult the client to make sure he is willing to be referred to another agency.

2. Check with the second agency, to insure that they offer the specific help needed, and that an appointment can be made, noting date, time, and place. If possible, obtain the name and the title of the person the client is to see.

3. Confirm the appointment with the client, making sure the time, date, and place is convenient for him.

Information which must be Included in the Referral.

1. The name of the client.

2. Birthdate and age of the client.

3. Address and telephone number of the client.

4. A statement of the client's problem.

5. The name, and address of the referral agency.

6. The date and time of the appointment.

7. The name, address, of the referring agency. (This information is usually taken care of by the letter head.)

8. The name and telephone number of the worker who referred the client.

If the appointment is far in advance, it is the responsibility of the referring agent to telephone and remind the client at least one week in advance.

The Referral Follow-up.

1. It is always the responsibility of the person making the referral to conduct the follow-up.

2. Determine if the client kept the appointment, and if he was unable to, find out why. Try to help him keep the appointment. If possible, eliminate any reasons why he might fail to do so.

3. If the appointment was kept, the referring person should find out if the problem was solved, if further attention is necessary.

Role play.

To help the students understand the referral situation, give them this situation to role play. Videotape the role play.

Player #1: You are a Socanic working as a social work aide. Your job is to interview clients who are making their first call on the welfare. You fill out the intake form, Appendix A and encourage the client to talk about her problems.

Appendix A.

The client is a very hesitant 17 year old girl who is pregnant. Her mother knows, but her father doesn't.

You, as a Socanic, know that this problem falls under the speciality of a professional counsellor, Mrs. Anderson, who takes care of un-wed mothers. You explain to her that Mrs. Anderson looks after such matters. You phone to make sure that Mrs. Anderson is in her office and is available, and then introduce the client to her.

Player #2: You are a seventeen year old high school girl, four months pregnant and hesitant to talk about it. You would like to finish your grade twelve. You have no idea what you will do with the baby after it is born. The baby's father is a truck driver, you do not know where he is, and do not want to. You do not want to have anything to do with him even if you knew where to find him. You had a very short acquaintance with him, and one sexual encounter in the affair. You are very embarrassed about the situation, as you have had a good reputation in school. You have told your mother, but neither of you have told your father. You are afraid of your father as you know he will not understand the situation, and he is going to be very angry. Your mother is also afraid to tell him, because his temper is rather unpredictable. Up to now you have not gone to see a doctor. Beyond these facts, use your imagination to fill in any details which you are asked.

Player #3: You are a case worker with the Department of Welfare, specializing in the care of un-wed mothers. You will receive a call from a social work aide who processes new clients. He refers a case to you, a seventeen year old girl. You need to find out certain things: how long she has been pregnant, whether she has permanent involvement with the baby's father, who her doctor is, if she has been to see him, whether her parents know about the pregnancy, how they accepted it, if she has any specific plans for the future, if she would prefer to stay at home, or to go to a home for un-wed mothers. If she hasn't seen her doctor, you should refer her to a doctor. If she wishes to go to the home for un-wed mothers, refer her to the home.

After the three students have played their roles, replay the videotape and ask the students to evaluate the techniques used. The coach should note that the Socanic, when making an inter-office referral, should have phoned to see if the case worker was available, and if she could see the client. He should have then taken the client and introduced her to the social worker, and helped initiate the conversation. He should have also left the completed form with the case worker. Replay.

The case worker should have found out the information concerning the girl's involvement with the baby's father, and the situation at home, as well as the fact that she had not seen a doctor. She should then have made a referral to the doctor. Discuss with the class which method of referral she should have used, and what type of follow-up action she should make.

She should discuss with the girl the possibility of going to a home for un-wed mothers, and then write a referral to this institution. Have the class discuss what form and what material they would send this referral. After the students have prepared their referrals, compare them with the referrals in Appendix B. You should stress that what is required is the necessary information, in a short compact form.

Appendix B.

ASSIGNMENT:

Study the case study in Appendix A, following Lesson 50, "What is a Case Study?" You have talked to Eddie (you are a welfare aide) and he is wanting employment training. Write a referral to the Training School for the Handicapped in Winnipeg, to enroll him as a student.

OR

You are an aide working in the provincial penal institution. Harry is about to be released on parole. You must make a referral to the nearest case worker for the John Howard Society who will be responsible for supervising his parole. Assume that Crocus, Saskatchewan, is somewhere near Regina, where both of the agencies in question would be located.

APPENDIX A

INTAKE SUMMARY FORM

DATE ______________ 19 ________

NAME: FAMILY NAME ________________ GIVEN NAME __________ INITIAL ____

ADDRESS: NUMBER & STREET ____

CITY OR TOWN _________ ___________________ PROVINCE _________________

TELEPHONE: ____

SOCIAL INSURANCE NUMBER: ____

SEX: MALE ___________ FEMALE ____________

DATE OF BIRTH: DAY _________________ MONTH _____________ YEAR _____

PLACE OF BIRTH: CITY OR TOWN ________________ PROVINCE _______________

MARITAL STATUS: SINGLE ___ DIVORCED ___ OTHER ___
MARRIED ___ SEPARATED ___

NO. OF DEPENDENTS: ____

SCHOOL LEVEL	GRADE COMPLETED	AGE ON LEAVING	REASON FOR LEAVING
GRADE SCHOOL	0 1 2 3 4 5 6 7 8	__________	____________________
HIGH SCHOOL			
ACADEMIC	0 1 2 3 4 5	__________	____________________
VOCATIONAL	0 1 2 3 4 5	__________	____________________

OTHER COURSES: _____________________________

APPENDIX B

Sample Referrals for the Role Play.

Referral to the Doctor.

To: Doctor N.T. Benson, gynecologist,
Medical Clinic, North Battleford, Saskatchewan.

Re: Brown, Susan. Appointment: 2:30 p.m. April 18, 1972.

Susan Brown, age 17, of 6913 150th Street, North Battleford, 683-4398, birthdate January 8, 1955. Suspected pregnancy.

Mrs. Anderson,
Caseworker for Department of
Welfare, North Battleford.
683-2915 extension 342

To: Lakeside Home,
Saskatoon, Saskatchewan.

Re: Susan Brown.

Dear Madam:

Re: Susan Brown

Susan Brown, age 17, of 6913 150th Street, North Battleford, 683-4398, birthdate - January 8, 1955. Susan is four months pregnant, confirmed by Doctor N.T. Benson, gynecologist, Medical Clinic, North Battleford, Saskatchewan. She is unable to remain at home because of the fear of her father.

Case Study

Family

Father - Amos Brown, 45, rail road brakeman. He is subject to unpredictable moods of temper.

Mother - Julie Brown, 44, housewife. She is sympathetic toward her daughter's problem, but is afraid to tell her husband while the girl is at home.

Siblings:

Susan has a younger brother and a younger sister.

Personal description.

Susan, has no history of involvement with any agencies within the city. She is a grade twelve student in the top half of her class. She is a little above average intelligence. She is attractive, blond, blue eyed, and 5'6" tall. She has been actively involved in sports and extra-curricular activities in the school program.

Agency Involvement:

Her first contact with the Welfare Department was on April 15, 1972, when she came to the office to ask for help because she belived she was pregnant, and was afraid of her father. She has no plans for the child after its birth, and has no permanent attachment to the baby's father.

LESSON 58

HUMAN RELATIONS 4 B 2 hours

THE SOCANIC AND THE PROFESSIONAL

Behavioral Objectives:

1. Appreciates the advantages to be gained by the client, the professional, the Socanic, and the social institution when the Socanic and the professional maintain a proper working relationship.
   a. Knows the roles expected of the Socanic and the professional.
   b. Outlines the organizational structure showing duties and responsibilities on each level.

Materials:

1. Materials for the "Role Block" Game.
   a. Colored construction paper.
   b. Two colors of wool yarn.
   c. Scotch tape.
   d. Glue.
   e. Large sheets of white construction paper.
2. Projectuals 30.4 "School Organization."
   30.3 "Welfare Organization."
3. Overhead projector.

Procedure:

Introduction.

This lesson is designed as a review as well as to emphasize one basic concept that has been taught and repeated several times in the Socanic course. This is the fundamental relationship of the Socanic and the professional. Stress the very important fact that the professional can function legitimately without the para-professional, whereas the para-professional cannot function without the support, the approval, and the direction of the professionals in his chosen field.

In order to review the organizational structure, divide the students into three groups. Hand each group a set of role block cards and play the role block game, Appendix A. If at the conclusion of the game the three groups have established different types of organizational structure, have the groups discuss the differences and the changes from the accepted structure. Show the projectual from Lesson 30, "School Organization."

Divide class into
three groups.
Role block cards
Appendix A.

Projectual 30.
"School Organization."

Socanics: Extensions of the Professional.

To examine the structure of a social institution, each level of authority and responsibility basically becomes an extension to the level above it. [Show the projectual, "The Welfare Structure."] Notice that the Minister of Education or the Minister of Health and Welfare for the province becomes responsible for the care of persons who fall into certain financial and social categories. He and his immediate advisory staff make the decisions that affect all the clients in the Department of Welfare across the province. But since it is impossible for him to directly administer this service, or to even supervise this service, he delegates the authority to the men on the level of authority below him, or to directors. Again the directors delegate a portion of their authority to the level below them - supervisors, and so on down the organizational chain until they come to the actual workers who are responsible for dealing with the clientele of the agency. Within this chain, the Socanic is actually an extension of the professional under whom he works.

Projectual 30.3
"The Social Welfare
Structure."

Areas of Responsibility.

Probably the easiest place to see the client - para-professional-professional relationship is in the field of medicine. Here the definite areas of responsibility are clearly laid out, because a blunder by any one of the three groups can be a life or death matter. In the medical profession the doctor is responsible for the diagnoses and treatment of all the patients, but the doctor extends his professional knowledge to many more people by directing the nurses who administer the medicine and treatments which fall under their training and abilities. A nurse cannot legally dispense medicine, diagnose ailments, do surgery, etc., as these fall under the category of "practicing medicine without a licence." However, the demand upon the nurses' time has become so great, that within the field of medicine the nurses have graduated to a professional status. While they are aides to the doctors, they now extend their service through a well defined system of nurses' aides. As an aide, you cannot do many things which are performed by the registered nurses. However, in most hospitals, the aide is the person who spends the most time with the patient. So even though the treatment may be twice removed from the doctor, the doctor is still responsible for the care and treatment given.

This same principle is true in other areas of human service. The aides may do a great deal of the work and actually see the clients much more than the professional. However he is extending to the client the skill and the training of the organization's professional staff. He is responsible to the staff in the same way that a nurse is responsible to follow the doctor's instructions only.

Reciprocal Protection.

It might seem that this constant supervision would limit the Socanic, but in actual practice it extends the skills of the Socanic, because under the supervision of a professional, he can do many things which he otherwise would not have the right to do. This arrangement also provides protection to the Socanic, the client, the professional, and the institution.

Let us return again to our doctor-nurse relationship. While at work, a man burns his hand and is immediately taken to the doctor's office. When he arrives there the doctor is not in, but his nurse examines the burn and then calls the doctor. The doctor comes in, examines the hand, gives the nurse instructions, and leaves. The nurse then puts an ointment on the hand and bandages it. The question then is, why did the doctor have to be disturbed when the nurse was going to do all of the treating anyway?

1. It provides the patient with PROFESSIONAL care. None of us want to entrust our lives into the hands of an unqualified person.

2. It relieves the nurse of responsibility. If there are any complications or any questions, the doctor answers because he made the decisions.

3. It provides the doctor with protection. If the nurse had decided to use her own judgement, while working from his office, he would still have been responsible for the treatment administered, whether good or bad.

In parallel situations in other institutions, the client, the para-professional, and the professional gain when the relationship is functioning properly.

Return to the role block game, and again discuss the role and the responsibilities on each level.

Allow the three committees working on the panel reports class time to bring their reports to a final stage, and ready for presentation in Lesson 60.

APPENDIX A

DESCRIPTION OF "ROLE-BLOCKS" AND DIRECTION FOR PROJECT SUPERVISION

DESCRIPTION

The "role-blocks" will consist of colored cardboard squares, approximately 3" x 3". On each square will be printed the title of the following positions:

a. principal

b. vice-principal

c. school board

d. superintendent of schools

e. teacher

f. aide

g. auxilary staff

h. student

One set of "role-blocks" will consist of:

a. one each of (a) through (d)

b. three to five of both (e) and (f)

c. two of (g)

d. ten of (h)

There will be six sets of "role-blocks".

DIRECTIONS

The instructor will have the students divide themselves up into three groups. The instructor will pass to each group a set of role-blocks, a white cardboard sheet, colored string or yarn, scotch tape and glue.

The instructor will go over the description of the "role-blocks" with the students, having them check to see that they have in their possession all parts of one set and the above stated additional materials.

The project will proceed according to the following outline:

1. The group will arrange the "role-blocks" to describe the structural organization of a school. The structure can be what the group or individual considers an ideal type of a reality situation.
2. The blocks will be taped to the white cardboard.
3. Colored string will be used to show connections in terms of influence, authority, or participation or all three in the organization.
4. As an indication of what is wanted the instructor can suggest a hierarchical or concentric circle type of arrangement.
5. The instructor will allow 30 to 40 minutes for the project and give help if it is needed.

LESSON 59

HUMAN RELATIONS 2 G 3 hours

WORKING WITH PEOPLE

Behavioral Objectives:

1. Examines role concepts.
2. Places personal roles in rank order.
3. Identifies personal role conflicts.
4. Given a situation involving clients, identifies role conflicts.

Materials:

1. Students' lists of "People I Am" from Lesson 21.
2. Appendix A, Lesson 51.
3. 3" x 5" cards.
4. Films: "The General Foreman"
   "The Vice-President"
   "How Much Cooperation?"
5. Projector.

Procedure:

Introduction.

Throughout the Socanics course, we have been trying to improve our skills for working with people. We have practiced many communication skills, learned about the growth and development of people, studied needs and desires. In this lesson we will look at and discuss some of the working relationships we can expect to meet as the employees of social institutions.

In Lesson 45, we examined some of the interpersonal roles which we will meet in our jobs. In this lesson we would like to look at the same basic people, but as individuals, not as positions in an organization.

The Role Concept.

Throughout the Socanics course we have been using role play as a method of entering into situations which we would like to consider. But in actual life every person has a number of roles which he plays. We perfect these roles until we are not only one person, but are several people at the same time. This isn't to say that we have split personalities, but does indicate that we can project ourselves into a number of situations.

Right now in this Socanics class we each have several roles. Each of you are students, although at various times during the classes each of you has assumed teaching roles. Some of you are involved in student council activities, and have entered into the role of student politics and student leadership. Some of you are married, and when you arrive home you are the family provider, wife, or husband, or parent to your children. And as you enter into each of these activities, you change your personality and your way of acting to coincide with the role you are currently living.

If these roles came to us one at a time, with a clear cut line between them, we would never enter into conflict. But the difficulty is that these roles sometimes come in groups. We might be called upon to enter into the role of family provider husband, parent to our children, as well as one of the boys if close friends drop into the house, and it would be possible that one of these roles might conflict with one of the others. Then we would be forced to decide which of the roles we are going to play.

Not only does this type of conflict occur when we are at home, but we might also find ourselves in a role conflict at work if some personal role and our role as a Socanic working for a social institution interfere with each other.

Read Appendix A, Lesson 51 and discuss the situations which the Socanic is in because of the role conflict.

Reading:
Appendix A

After they have considered the role conflict of the Socanic, ask students to examine the same two case studies, and identify the role conflict of the clients. Students should identify that Mike is having a serious role conflict concerning his drinking problem. Obviously one of the roles that he plays well is that of weekend drunk, and it is seriously conflicting with his role of family provider, of husband, and of parent to his children. It is destroying his role as a business man, and is now endangering his role as a friend to George, the Socanic working with a public assistance agency.

In Lesson 21, Budgeting Your Time, each of you produced a list of ten roles, called "People I Am," which could also be headed "Roles I Play," [Hand back to the students the lists which you have kept since Lesson 21.] Thoughtfully consider these lists and add any additional roles that you feel were missing from the original lists.

Hand out lists "People I am."

Give students 15 minutes to revise lists.

1. Rank order your cards. Place the role that you can best do without face up on the table. Then consider the nine that you have left, and place the one that you can best do without on top of the first card. Continue to discard roles, until you only have one role left, the one which is most important to your life.

2. Now number this role #1, and number all your roles in the order you placed them.

Example: A Socanic has chosen ten roles, and has rank ordered them in this way:

(1) husband
(2) father
(3) friend
(4) myself
(5) provider
(6) mechanic (part time)
(7) student
(8) church member
(9) sportsman
(10) social drinker

3. Now group these into general categories, and give each category a name.

4. Add all of the rank order numbers in each category together, and divide by the number of cards in the group. This will show you which group you rank first.

Example:

Family man 1 + 2 + 4 = 7 divided by 3 = 2+

(1) husband
(2) father
(4) myself

Provider 5 + 6 + 7 = 18 divided by 3 = 6

(5) provider
(6) mechanic
(7) student

Social person 3 + 8 + 9 + 10 = 30 divided by 4 = 7+

(3) friend
(8) church member
(9) sportsman
(10) social drinker

5. Now take the card which is the lowest rank, or (10) and examine it to see how it agrees with the other categories. Do this with each role card, one at a time. Identify the serious conflicts that exist between roles in your life. Ask yourself, "How does my role as a ____________ affect the roles which are more important to me? Does it contribute or conflict? Does it support, or destroy? If I have to minimize one of the roles to strengthen the other, which one should I minimize?

Now notice the situation of Mike, and his serious drinking problem. Suggest that the list of cards in the example could have been Mike's role cards. Notice that Mike, by his drinking which he classes as a minor role in his life, was destroying nearly all the roles that he ranked above it.

Next, notice the conflict that Ed, the school aide, finds himself in, if this same list was his. A role that he ranks very high, (3) friend, is coming into conflict with his role as a (5) provider. (You will have to make the mental change that he is a Socanic, rather than a mechanic.) In this instance, Ed is having difficulty because he ranks being a friend more important than being a provider. His rank ordering of roles and consideration of the situation shows him that although he thinks being a friend is very important, as a whole he knows that his job and supporting his family is more important than his social life.

There are several other roles that are not even considered. His role as a para-professional in a social institution involves professional ethics. By doing the ethical thing, he might or he might not alienate a friend. It is possible that his friend will think more of him. To do the unethical thing is to be immediately involved in role conflicts with the school.

Read "I'm for Number One." Discuss each of the two Socanics' attitudes toward their employment role, and their competition with each other. Ask, "Is the competition between them hindering both of them or only one of them in the performance of their job? Identify the positive strengths of each person, as they perform the roles attached to their job. Identify their weaknesses. Identify what role each man considers is important to the supervisor."

Reading, discussion.

Questions.

Flip chart.

To summarize, show the films, and following each film, have the student identify the personal roles shown and conflicts growing from the roles. Discuss how each person could have altered the roles to improve the working conditions.

Films:
"How Much Cooperation?"

"The General Foreman."

"The Vice-President

APPENDIX A Refer back to Lesson 51, Appendix A

"My Friend, the Client" and "With Us or Against Us" are recorded in Lesson 51, Appendix A, which the students considered for the purpose of determining professional ethics. We will now use the same two situations to show that a possible breach of professional ethics sets both of the Socanics into situations of role conflict.

Note to the coach:

> By using the same situations, you should be able to interlock role conflicts and professional ethics.

APPENIX B

Reading Situation

I'm for Number One.

Two students, Bill and Bob, are taken in on a temporary contract to work for a social service organization. At the end of the three month period the organization will only be able to hire one of them.

After the first three weeks have passed both of the fellows are familiar with the setting and are allotted three cases each to work with.

Bill is the type of person who has come into his position the hard way. He has worked his way up the ladder and he is determined that he will get the permanent job. On one occasion Bob had difficulties with some forms he was to fill out. He asked Bill for some help. Bill said to him, "I'm sorry, I can't help. I have my own work to do and you'll just have to make out the best you can. I don't have time to help you." On several occasions Bill has made promises to his clients but sometimes he has not been able to do what he promised and his supervisor has noticed this.

Bill thinks that if he is able to do it himself he is showing his ability to assume responsibility and this will get him the job. He has not cooperated very closely with Bob as he feels that he must show that he is the better man.

Bob has been very frustrated in his position because he has tried to work with Bill and has asked his advice on several occasions only to get the message that Bill is looking out for himself. Bob has worked closely with his supervisor, but has also encountered some difficulty because he feels he must have his supervisor's approval on any decision which he makes. The supervisor notes that he sometimes shows too much dependence upon the supervisor but he is very able and ready to cooperate with fellow staff members and with the supervisor.

Advance Preparation for Lesson 60.

Arrange with each of the three panels giving reports for any materials they will need in their presentation. Set up the room for a panel discussion. The students may want to invite their families and friends to come for the presentation of the final report. If they are going to invite guests, have them arrange for adequate accommodations, coffee, etc.

LESSON 60

HUMAN RELATIONS 4 C 3 hours

THE SOCANIC AND THE COMMUNITY

Behavioral Objective:

1. Participates in a panel discussion concerning the role of a social institution in the community.
    a. Reports orally and in writing his findings from interviews and library research.
    b. Identifies the role of a social institution as viewed by its clients, its professional staff, and the community.

Materials:

1. All materials arranged for in the advanced preparation.
2. V.T.R.

Procedure:

As the coach, you have the responsibility to introduce the panel discussions. In your "chairman's remarks," it would be well to briefly define the role of a Socanic. (See Lesson 1 for a definition.) You should notice that the primary function of a Socanic is the same as that of a social institution: FOR THE BETTERMENT OF THE COMMUNITY AND THE CLIENTS THEY SERVE.

When the panels are presented, introduce the individual students to the visitors. Videotape the panel discussions and question and answer sessions following. Use this videotape as your final evaluative tool of the students' progress. V.T.R.